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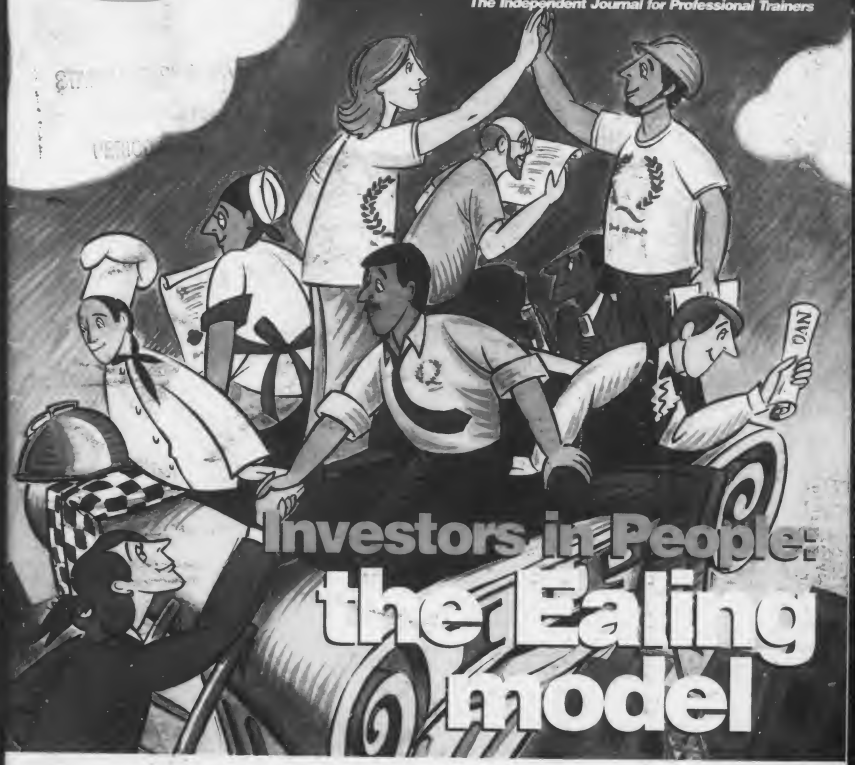
The Independent Journal for Professional Trainers



Investors in People: the Ealing model

Developing graduates

Creativity in training

Take the Berlitz Worldwide Business Challenge

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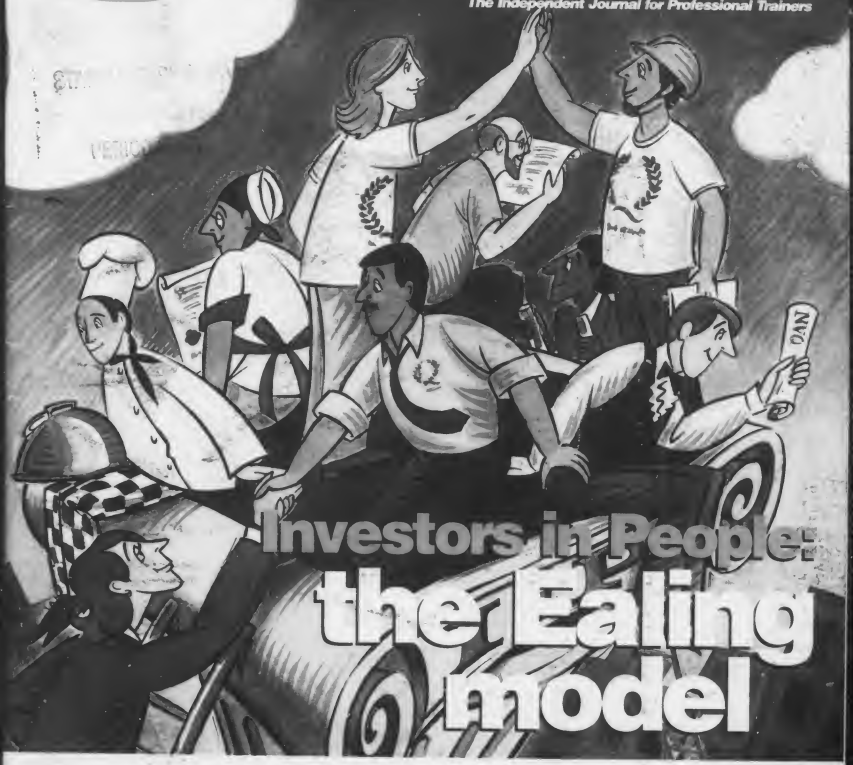


Investors in People: the Ealing model

Developing graduates

Creativity in training

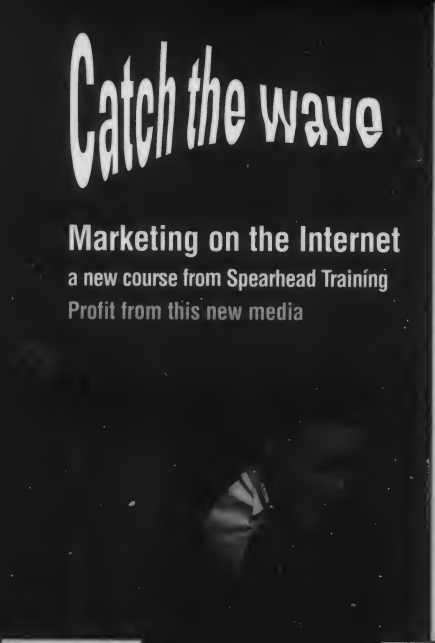
Take the Berlitz Worldwide Business Challenge

Catch the wave

Marketing on the Internet

a new course from Spearhead Training

Profit from this new media



About the Programme

This programme is for Executives who think that the Internet may become part of their promotional mix. Hailed as the great new media, Internet hype has run ahead of reality. However, the potential is there for seriously beneficial marketing activities. Marketers simply cannot ignore the many very large international enterprises that are actively supporting web growth. They may ignore at their peril, the even larger number of enterprises from every sector of business who have a presence and are testing many innovative ideas.

Course Objectives

To brief delegates on current Web progress (using many case studies).
To demonstrate good use of the medium. To provide a forum to discuss technical queries about Web Site Management.
To stimulate ideas within the group which will help with individual organisations' marketing (communication) decisions.

What You Will Gain

Ignoring the web means that many are running the danger of being outflanked by more web aware competitors. This programme is an opportunity to keep up with what is going on and consider opportunities for one's own organisation. Small numbers on Spearhead courses means that there will be time to deal with individual delegate issues. Attending this programme will save months of individual research.

Programme Timings
1 Day Non-Residential
Start 09.45 Finish 17.00

1999 Venue, Dates & Course Fee

LONDON, Business Design Centre - Islington
22 September, 25 October, 17 December
£375 + VAT

Programme Content

The Internet
- ✓ Why Are the Internet

Internet Tools and Services
- ✓ [illegible]
- ✓ [illegible]
- ✓ E-Mail and Intranets
- ✓ The Result Will Be [illegible]

Marketing on the Internet
- ✓ A [illegible]
- ✓ Web Techniques
- ✓ Company Information

Marketing Strategy
- ✓ Why Have a Web Site [illegible]

Monitoring Results and Improving Your Strategy

Key Marketing Activities
- ✓ Market Research
- ✓ Direct Marketing [illegible]
- ✓ Selling and Order Taking
- ✓ Communication and Customer Service

An Effective Web Presence
- ✓ What Makes a [illegible] Web Site?
- ✓ Types of Web Site
- ✓ Web site Do's and Don'ts
- ✓ Maintaining a Web Presence
- ✓ Sources of Site Promotion

The Future
- ✓ New Technologies
- ✓ Developments
- ✓ The Needs of a Business in the Future

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COVER FEATURE •

Investors in People: the Ealing model

Ealing Hospital is an Investors in People success story. Last year, the hospital was recognised for 'Outstanding Practice' in the Investors in People National awards. By putting Investors in People (IiP) at the centre of its organisational strategy, Ealing Hospital, in conjunction with West London Training and Enterprise Council, devised an innovative approach to human resource development. And the commitment is paying dividends 12

ALSO FEATURED •

Body of evidence

One daunting hurdle in gaining the Investors in People Standard is the compilation of a Portfolio of Evidence. Some organisations regard this as a useful and rewarding exercise. The majority believes it to have been a significant investment in paperwork of no value other than to the assessment process itself. So is a Portfolio of Evidence necessary? 16

It's not the winning, it's the taking part

IiP accreditation is not an end in itself but the starting-point for a development strategy. Any company that commits to the Standard purely as a marketing initiative will not improve success in the long-term. Tony McCluskey explains 20

Developing graduates

Binna Kandola explains why effective development plays a key role not only in attracting and retaining graduates but ensuring organisations get the most from their investment 22

Ideas into action

Marcus and Julia Hill present interesting and creative ways to encourage trainees to use good business ideas 26

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Take the Berlitz Challenge for your chance to win a copy of the *Business Travel Guide to Europe* 19

New Media

Bringing people together
CD-ROMs are most usually designed for self-study. Mike Selby explains how CD-ROM training can produce remarkable benefits when used as a group-training tool 28

Netcheck
Clare Forrest reviews an Internet site offering interactive management games played online 30

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Martin Delahoussaye
is the publisher and managing editor of Training Journal

Raising the standard

This month's cover feature highlights what it takes to achieve IiP status. In a case study on Ealing Hospital, recognised for 'Outstanding Practice' at last year's IiP National Award, you'll see how they adopted the principles that underpin the Standard to achieve their goals and developed a model that is attracting significant interest from other organisations within the health service.

As Ealing Hospital has proved, Investors in People can provide an effective framework for the achievement of business goals. However, the Standard has its critics; there have been calls for change, particularly to the assessment process. As you would expect from those responsible for a standard, which has at its core a philosophy of continuous improvement, Investors in People recently announced revisions to the approaches to assessment. Fred Ayres and Tony McCluskey are two highly experienced IIP assessors. Fred explains what the changes to IiP assessment mean, and Tony offers practical advice for those who are contemplating accreditation and for those who have already made the commitment.

Studies indicate that training and development is one of the deciding factors when graduates come to choose which company they will join. However, recruitment is only the beginning; for the investment to pay dividends companies will need to have in place an effective graduate development programme. Binna Kandola discusses the characteristics of a graduate development programme and shows how to bridge the gap between a student's expectations and job reality – which can quickly lead to disillusionment and the graduate leaving the organisation. A problem in itself but compounded by the cost of graduate recruitment, estimated to be as high as £22,000 per graduate!

Not that many years ago, Britons ventured no further than the Balearic Islands for their annual vacation. Now we have to endure our 'friends' holiday snaps from exotic and far-flung corners of the globe: the Caribbean, Thailand, remote islands in the Pacific and Indian oceans and so on. The world does feel a smaller place, but how much do we know and understand about other cultures? You can find out how culturally aware you are by taking the Berlitz Worldwide Business Challenge on page 19. Senders of the first three correct entries will each win a copy of the latest edition of the *Business Travel Guide to Europe* and be allowed to travel overseas unaccompanied. The guide is full of indispensable information that could prevent you from committing a *faux pas* – leaving you red-faced with embarrassment – or upsetting a business host *and* damaging your chances of securing a potentially lucrative contract.

Sincerely,

Martin Delahoussaye
Publisher

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ANBAR ELECTRONIC INTELLIGENCE

News

Recent **events, surveys**, and **trends,** plus **up-to-date news** on the government's training initiatives and workplace reforms

CORPORATE UNIVERSITY

Willis launches virtual learning facility

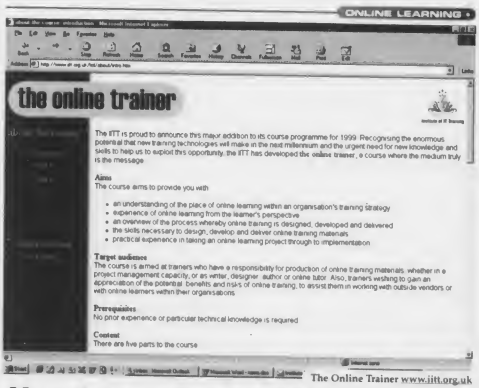
Willis, one of the largest insurance broking and risk management intermediaries, has launched the *Willis Institute*, a 'corporate university' designed to be the centre of excellence for all the group's training and development related matters. Tim Baggott, UK human resources director said, 'It (the Willis Institute) will bring greater focus to our investment in training and development, provide convenient access for all Willis staff wherever they are located and ensure that subjects studied support the strategic direction and business needs of the group...

...However, there is more to the Willis Institute than just courses. We have provided something for employees at all levels and the Institute has elements such as development centres, support to become involved in mentoring and to obtain professional qualifications. It also caters for those at all stages in their Willis career beginning with 'INsight' (sic), a global orientation programme for new and existing employs.'

The Willis Group, together with its associates, employees over 11,000 people and is represented in 100 countries.

For more information contact Tim Baggott on tel: 0207 481 7069.

ONLINE LEARNING


the online trainer
The ITT is proud to announce this major addition to its course programme for 1999. Recognising the enormous potential that new training technologies will make in the next millennium and the urgent need for new knowledge and skills to help us to exploit this opportunity, the IITT has developed the online trainer, a course where the medium truly is the message.
Aims
The course aims to provide you with
an understanding of the place of online learning within an organisation's training strategy
experience of online learning from the learner's perspective
an overview of the process whereby online training is designed, developed and delivered
the skills necessary to design, develop and deliver online training materials
practical experience in taking an online learning project through to implementation
Target audience
The course is aimed at trainers who have a responsibility for production of online training materials, whether in a project management capacity, or as writer, designer, author or online tutor. Also, trainers wishing to gain an appreciation of the potential benefits and risks of online training, to assist them in working with outside vendors or with online learners within their organisations.
Prerequisites
No prior experience or particular technical knowledge is required
Content
There are five parts to the course

The Online Trainer www.iitt.org.uk

New Internet course for developers of online training

The Institute of IT Training (IITT) has developed *The Online Trainer*, an Internet-delivered course aimed at trainers who have a responsibility for the production and delivery of online training materials. The course is aimed at online learning project mangers, writers, designers, authors or online tutors. The course will be useful for trainers wishing to gain an appreciation of the potential benefits and risks of online training, and to assist them in working with outside vendors or online learners in their organisations. Course objectives include:

- an understanding of the place of online learning within an organisation's training strategy
- an overview of the process whereby online training is designed, developed and delivered
- the skills necessary to design, develop and deliver online training materials
- practical experience in taking an online learning project through to implementation.

The course consists of more than twenty hours of interactive self-study modules, and includes practical assignments and opportunities for dialogue with tutors and fellow learners. On completion of the course students receive a Certificate of Online Training Design and Development Skills and are eligible for associate membership of the Institute.

For details of the course contact the Institute of IT Training at (tel) 01203 418128; or (website) http://www.iitt.org.uk

• SURVEY

Branson still considered Britain's best business leader

Results from the KPMG Consulting *Business Leadership Survey 1999*, announced on Wednesday August 25, 1999 reveal that Richard Branson is still considered Britain's best leader. The survey of 201 board directors of companies with an annual turnover of over £50m in Britain and the Republic of Ireland, was conducted by Harris research and contrasted the differences between business leaders aged over 45, and their younger peers.

A summary of results

Old School Tie – How they got there - Business leaders were asked to summarise how they achieved their leadership positions. Surprisingly, the 'old school tie', ('knowing the right people'), was perceived to be a far more important way of rising up the corporate ladder for younger leaders, than for the older group (51% compared to 29%). In contrast the older group were far more likely to cite 'purely on merit' (59% compared to 47%) or 'hard work' (73% compared to 68%) as being the reasons for their success.

Motivation: a sign of the times? – Respondents were asked to cite what motivated them in pursuing their business careers. The new generation are much more likely to be motivated by personal ambition (15% compared to just 2%), while older business men and women cite a sense of responsibility to employees and shareholders as being a far more important personal motivator (14% compared to 3%).

Best Business Leader – As with previous years, respondents were asked to vote for their 'best business leader'. Richard Branson (33%) retained his position as Britain's best business leader with Lord Ian MacLaurin and Tony O'Reilly in second and third places respectively. Branson's popularity seems to be slipping a little however - last year he received 49% of votes. (Last year Archie Norman and Lord Hanson were in second and third places.)

Last year business leaders were asked to name who they thought would make the best British business leader from a non-business background–Blair came out on top, followed by Baroness Thatcher.

This year the survey posed a slightly different question and asked business leaders which non-business hero they most admired as a role model: Alex Ferguson gained first place followed by Nelson Mandela.

Interestingly, politicians came well down the scale with Margaret Thatcher in 6th place and Tony Blair in 8th place overall. But none of the younger age group gave these two a single vote – instead Winston Churchill was the most admired politician for the younger age group.

For further information contact Oliver Strong, Marketforce Communications; tel: 0171 608 3222; or (tel) 0402 895581

• MANAGEMENT TRAINING

New NVQ courses for managers

A range of open management development courses leading to S/NVQ levels 3,4 and 5 awards in management is now offered by Financial Times Management. The courses, which take a year to complete, are available in Glasgow, Manchester, Birmingham and London and are open to practising managers from any organisation looking to improve their management skills to a recognised level.

The programmes comprise state-of-the art open learning materials, distance tuition, project work and portfolio building. Candidates can expect to undertake between seven and ten work-based projects during the course of the year. According to Financial Times Management, work-based projects will address relevant issues in the candidate's organisation and enable them to apply the skills acquired during training to the practical needs of their own company.

Financial Times Management designed the new management programme using experience gained from designing specialist in-house training for blue-chip organisations. A brochure and application form is available.

For further information contact Financial Times Management at (tel) 01704 508002.

• NATIONAL TRAINING SYSTEM

Think 'lean' for economic success

A two-year international research project* has concluded that government needs to bring about a lean transformation of the national training system in order to prepare the economy for the challenges of the future.

Project leader Brian Swain said: 'Our findings confirm that 'lean' does not equal 'mean' and that lean development is inextricably linked with learning. To transfer the lean and learning approach to the national training system, government must recognise the value stream as the driving force for learning at all levels and in all economic spheres. A lean transformation of the training system must be non-bureaucratic and – guided by the principle of economic pull – government must facilitate rather than impose this transformation. Lean companies have a major role to play in informing and contributing to the development of flexible and comprehensive qualifications which meet the needs of learners and businesses into the 21st century.'

Sussex-based management consultants Rubicon Associates together with partner organisations in Germany and Austria undertook the project, part-funded by the European Union. It involved intensive qualitative and quantitative research to assess the organisational culture and training approach of companies in the manufacturing, retail/logistics and services sectors.

*The two-year project, *Lean and Learn*, was part-funded by the European Union's Leonardo da Vinci programme. The companies studied were: NSK-AKS of County Durham, UK; dm drogerie-markt, Germany; and Porsche Bank AG/Porsche Versicherungs AG, Austria

For additional information contact Petra Kopp at (tel/fax) 01273 509457; or (email) kopp@zetnet.co.uk

Blunkett announces additional £20m for skill development

In a move that highlights the government's growing concerns over the regional skills shortage, Education and Employment Minister, David Blunkett pledged an additional £20 million of funding to be routed through the Regional Development Agencies. The funding is in addition to the £30 million already allocated by the Government.

The new funding is part of the government's effort in tackling low skills as a solution to helping people out of poverty. Men with very low skills are six times more likely to be out of work. While those without qualifications earn thirty per cent less than the average and only half as much as graduates. Seventy per cent of jobs today need cerebral skills while only thirty per cent need manual skills–a complete reversal of the situation 50 years ago.

World Class training a top priority

Following the release of the first independent report on vocational training from the Training Standards Council, Education and Employment Secretary David Blunkett promised that world class work-based training is one of the Government's top priorities, as demonstrated by the recent White Paper *Learning to Succeed*. Mr Blunkett also said the government was taking action to improve the quality of National Vocational Qualifications (NVQs) and that the Qualifications and Curriculum Authority (QCA) had removed poorly designed qualifications – cutting the total number by a fifth.*

Mr Blunkett added 'I intend to set up a new independent based inspectorate to assess the quality of provision for adult learning and all those in work-based training. This will build on the work undertaken by the Training Standards Council and will ensure the consistency we are seeking'.

Last year the QCA reviewed each of the 890 NVQs available and estimate there will be a 20 per cent reduction in future in those on offer. Some awards were poorly used or overlapping. Some could be removed or combined with better used NVQs. The Government's aim is to improve the quality of NVQs–one method being used is to restrict funding to QCA-accredited qualifications.

• BUSINESS CONSULTING

Business Consulting firm awarded institute accreditation

ICL Business Consulting has become only the third organisation to be awarded Certified Practice status by the Institute of Management Consultancy (IMC). They join IBM Management Consultancy and Logistics Consulting Partners Ltd who were accredited earlier this year. A further seventeen practices are either preparing for or undergoing their audit, having declared their intention to align their internal training programmes with the updated Certified Management Consultant (CMC) qualification.

The Institute of Management Consultancy qualifies, supports and regulates individual management consultants in the UK.

For further information contact Kate Hook, IMC on tel: 0171 242 2140 or email: kateh@imc.co.uk

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PROVEN TO WORK

• SURVEY

Employers favour perks over training

A recent survey carried out by the Aziz Corporation reveals employers are adopting a quick-fix approach to staff morale by offering perks in favour of training. Analysis of the survey results reveal that more than 70 per cent of companies consider benefits such as gymnasium membership to be a more effective means of motivating employees than training and professional development. Seventy four per cent of respondents were convinced that employees valued such perks far more highly than training opportunities.

However, the survey revealed that those companies who valued training over perks were shown to experience higher growth figures, suggesting that only short-term gains are to be made by perks as a motivational tool.

For further information contact Debbie Lindau, Marketforce Communications on tel: 0171 608 3222.

Letters

In response to Leslie Rae's letter, *Training Journal*, August 1999

I thank Leslie Rae for calling my attention to a mis-emphasis in my interview on Emotional Intelligence. I mis-spoke when I said that trainers have not bothered to do the follow-up guidance and support that I call for in training of interpersonal and self-mastery work skills. As Leslie Rae points out, most trainers would gladly do this if given the chance. I think the problem lies in the short-sightedness of those who pay for training, who opt for too-short training designs in a misguided effort to economize.

This myopic strategy ignores the data showing that a transfer of skill from training to on-the-job performance is far more likely if people are supported for some months in the effort to practice their new skills where it matters most, in the course of their working day. I simply do not believe it is realistic to hope that sending people back into the pressures of their jobs after a single short training session, and leaving it up to them to develop further, will result in lasting learning—all too often, and particularly in unsupportive environments, whatever learning there was tends to extinguish once back in the frenzy of work. There are many ways to build in such on-going support, like coaching, learning partners or even informal groups that meet weekly for lunch to talk over their progress.

Sadly, sustained contact with trainees has been a luxury for trainers. But in the future, I believe that human resource heads will have to account in stricter terms for the effectiveness of training, which should mean a greater willingness to include more of the elements of training that data shows maximizes lasting learning. And that should be good news for trainers.

Daniel Goleman

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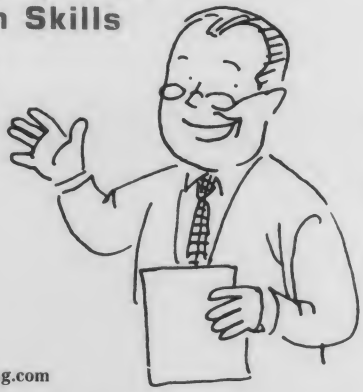

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Wear your values on your sleeve

Encouraging people to air their values, attitudes and beliefs, says Peter Honey, will help them to evaluate the importance of their opinions.

Peter Honey
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Fax 01628 633262;
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Website: www.peterhoney.co.uk

Values are funny things, for the most part lurking unseen somewhere inside us until, that is, something happens which we find unacceptable. The point at which you find something intolerable is when you can be sure you've hit a value, attitude or belief that is really important to you. For example, I can't stand sarcasm. I don't know why. It must have something to do with all those teachers I suffered who turned sarcasm into an art form. Anyway, my intolerance of sarcasm is a sure sign that I have strong values about people saying what they really think in an open and honest way. My value will not allow me to leave sarcasm unchallenged.

We are all stuffed full of values, attitudes and beliefs (let's call them VABs as an ugly but useful abbreviation) many of which slip past their sell–by date without us ever realising it. I must say I find it hard (and not particularly useful) to separate the three and have precise definitions for each. Whatever they are, and wherever they reside, VABs act as filters affecting the way we see and interpret the world and, therefore, the way we react to events and other people.

If, for example, I believe that redheaded people are short-tempered (I don't, by the way, so if you are a short-tempered redhead you are obviously an exception!) then I am likely to expect all the redheads I meet to have a short fuse and be especially wary of incurring their wrath. Furthermore, I would tend to sustain this belief even if the redheads I meet are no more short-tempered than anyone else. Beliefs have a nasty habit of becoming self-fulfilling prophecies because of their tendency to allow supporting 'evidence' to pass through the filter and to reject everything that might threaten the efficacy of the belief. In this way our VABs operate a sort of self-protection racket, which is why they have a reputation for being stubborn and resistant to change.

The good news is that all our VABs have been acquired through a process of learning from experience. None of us is born with ready-made beliefs – just with the necessary equipment to start acquiring them fast as we learn from a whole host of experiences and people. This is good news because it means that, if we want to (an important proviso), we can overhaul, update and replace them. Contrary to all the propaganda, they are, in fact, malleable and modifiable – not fixed and immutable.

The answer is to surface them (necessary because they tend, like tench in a pond, to hide) and challenge them. The easiest way to do this is create a situation where you can compare and contrast your VABs with those of other people. I've got a process for doing this with groups, on courses or elsewhere, that is both thought-provoking and participative. This is the gist of how to run such sessions.

1. Surface people's VABs by giving them a short list of beliefs and getting them separately, without conferring, to indicate which they believe and which they don't believe. Over the years I've developed lots of these checklists on a whole variety of topics (for example, continuous improvement, creating a learning organisation, empowerment, influencing, motivation, strategic thinking). Typically each checklist offers a dozen beliefs. Examples from the influencing checklist are:

   I believe influencing is all about persuading other people to go along with you
   I believe your ability to influence is seriously weakened if you haven't got 'clout', that is, formal authority
   I believe 'substance' (a logical, watertight argument backed up with evidence) is more important than 'style'
   I believe when influencing you should stress the benefits and hide any weaknesses in your case
   I believe influencing skills are more about listening and questioning than talking and telling

2. Do a quick straw-poll to find out how many people agreed and disagreed with each belief. The idea is to discover which items are the most contentious, where approximately half the people agreed and half disagreed. This usually reveals three or four 'juicy' beliefs worth debating.

3. Spend a bit of time exploring each contentious belief by getting people who agreed with it to share their reasons and then the people who disagreed to do likewise. This is not to bamboozle anyone into changing their mind, merely to allow people to listen to points of view which differ from their own. There are no right or wrong answers, only a range of opinions. As Joseph Joubert observed 'it is better to debate a question without settling it than to settle a question without debating it'.

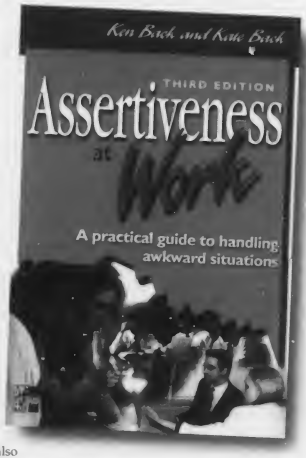
4. Finish by summarising the main issues in an even–handed way and plugging the importance of surfacing, scrutinising and sharing at least some of the VABs that underpin our perceptions and behaviour.

A personal bonus in running sessions like this is that it acts as a wonderful incentive to sort out your own VABs. So much so that I can rattle off my values about a whole host of things that previously would have been rather vague and shadowy. It does wonders for your self–esteem to know what you stand for and sharing your VABs opens them up to fascinating challenges from other people who hold different points of view.

Books

Reviews of new and recently released titles on
delegation, **assertiveness** and **team development**

Ratings: ★★★★★ excellent; ★★★★ very good; ★★★ good; ★★ average; ★ poor



Assertiveness at Work
A practical guide to handling awkward situations
Third Edition

Ken Back and Kate Back
McGraw-Hill Publishing Co. Shoppenhangers Road Maidenhead, Berks SL6 2QL
Tel 01628 502500 Fax 01628 770224 Web www.mcgraw-hill.co.uk
ISBN 0 07 709533 2
£13.99

The preface to this, the third edition of the Backs' *Assertiveness at Work* positions the book very firmly as one which is appropriate to anyone who deals with other people as part of their work.

'Tricky' situations i.e. those which make one feel uncomfortable, anxious, angry or frustrated, or which lead to open conflict can happen to any of us whether we are employee, manager or specialist. A crucial message from the authors is that, as the outcome of any situation will differ according to how it is handled, our own success and that of our organization is affected by the way we deal with the tricky situation.

For anyone familiar with or interested in training for assertiveness, and in particular in the desirable behaviours in which people need to engage, the content of this book needs little introduction. However, this third edition sharpens and focuses many of the original ideas and locates them firmly in today's organizations i.e. those with flatter workloads, growing pressure and a frequent need to manage and/or influence across and outside traditional boundaries and relationships.

For those new to training for assertiveness or who wish to refresh their knowledge, this is an excellent choice. The content looks not only at desirable behaviour but also addresses that which lies behind the behaviours, i.e. the beliefs, thoughts and feelings that affect behaviour.

The book develops neatly. Chapters 1-9 present the basic concepts. Chapters 10-12 offer advice on tricky situations and on dealing with difficult people. Chapters 13-16 examine how to apply assertiveness in practice and the final chapter suggests how further development or growth in assertiveness can be achieved.

The style is easy and accessible, the ideas clear and in many cases engaging and above all usable. The examples are all realistic and the tactics suggested are manageable. Some very practical advice is offered. A good read and an excellent refresher. ***DB***

Ratings:			
Innovation	★★★	*Clarity*	★★★★
Readability	★★★★	*Usability*	★★★
		Value	★★★

Duane Bailey
Duane Bailey Associates, 105a Yorkshire Street, Rochdale OL16 1DR Tel. 01706 659299

Stuart Farrer
is a personal and organisational development consultant. Tel. 01225 482785 or (email) 114407.1475@compuserve.com

Steve Holman
Principal Lecturer, Dept. of Applied Social Sciences, University College of St. Martin, Lancaster. Tel: 01524 384384

10 Teambuilders: Ready-to-run Games for Team Development

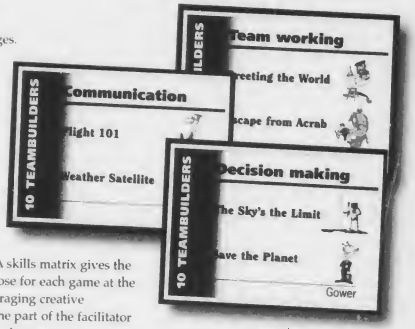
Michele Barca and Kate Cobb
Gower, 1999. Croft Road, Aldershot GU11 3HR. Tel 01252 331551
ISBN 0 566 07907 0
£225 + VAT

This is a pack of simple games with imaginative scenarios and clear explanations. Each game challenges the imagination of participants, encourages them to leave their old mental constraints behind (temporarily at least) and explore unfamiliar situations and environments.

It covers five key management areas: leadership, communication, decision making, problem solving and team working.

Three examples are: *Sky's the Limit*, which explores conflicting values and is set in outer space; *The Play's the Thing*, which explores leadership, and extends role-play into a piece of imaginative drama; and *Paint Spray* which is a discussion through which the solution to a problem emerges.

There is a facilitator's guide offering plenty of guidance to help plan, run and de-brief each game, so that the participants' enthusiasm and sense of fun is engaged. A skills matrix gives the designated purpose for each game at the same time encouraging creative amendment on the part of the facilitator for other suggested contexts.



The games run for between 45 and 90 minutes, which potentially makes them suitable for either residential or day and half-day development sessions.

For trainers who prefer to have ready-to-use material rather than creating their own, this is a useful pack. Alternatively, it could serve as a refresher/stimulant/building block for new ideas. In the right hands it could prove to be a usetul investment. ***SF***

Ratings:			
Innovation	★★★★	*Clarity*	★★★★
Readability	★★★★	*Value*	★★★

How to be better at... delegation and coaching

Tony Atherton
Kogan Page. 120 Pentonville Road. London N1 9JN
Tel 0171 278 0433
ISBN 0 74 942944 5
Paperback £8 99

This A5 paperback book is a useful foundation text for anyone interested in developing themselves or others in the art of delegation and coaching. Anyone interested in exploring their style of management will certainly benefit. At £8.99 it is an inexpensive purchase, and a practical guide which focuses on:

- the importance of delegation and coaching
- benefits for the manager, staff and the company, and
- techniques for introducing and improving delegation and coaching.

It is not an academic text although it does have an index and some limited suggestions for further reading. There are diagrams and tables that illustrate key points and the style, print, spacing and font make the book easy to follow. This is often the case with Kogan Page publications that, I find, have a high customer focus in their market segment.

The book is value for money, a handy size and highly 'usable' in the sense of quick reference and end of chapter summaries. These are ideal for preparing lectures or key point training notes. The work of Douglas McGregor's motivational theories are referred to as is Maslow's hierarchy of needs; the book finishes on page 156 with a suggestion, almost a plea, to 'live Theory Y'. If only organisations would follow the advice!

Tony Atherton is a training consultant and the author of *30 minutes to Market Yourself*, also published by Kogan Page. The book is readable and well organised.

It tackles the twin subjects well although perhaps more should be made of empowerment, which only gets two passing mentions. A harsh criticism of the text might say that it contains conventional wisdom and does not, in any way, break new ground but to say this would ignore the fact that the target audience would benefit from this foundation text. ***SH***

Ratings:			
Innovation	★★	*Clarity*	★★★
Readability	★★★	*Value*	★★★

Networking opportunities at WOLCE

WOLCE'99

Leaving the workplace to attend a conference or exhibition can be a brave decision in these days of 'lean organisations' and increasing pressure on workers. Recent research by the organisers of the World Open Learning for Business Conference and Exhibition (WOLCE) shows that most people attend conferences and exhibitions in order to network with others facing similar challenges and performance pressures.

So, to maximise opportunities for networking, WOLCE 99 – being held at the NEC, Birmingham, on October 6th and 7th – will feature a number of open learning-related interest groups. These groups – operating at WOLCE for the first time – will take place in the 'Network Café' on the exhibition floor and are free to both conference delegates and exhibition visitors.

Hosted by industry experts, the interest groups enable visitors to explore issues as well as engage in networking and benchmarking activities.

Also this year, for the first time, conference delegates will be able to attend a series of 'industry debates', which bring together suppliers and leading industry players to explore the vital issues within open learning. These debates will cover such issues as quality standards for the industry, the tendering process, and will open learning be primarily delivered online in future?

Now firmly established as the leading forum for open learning, the WOLCE 99 conference is split into three streams: examining key challenges for open learning, the effective implementation of open learning and online learning.

The key challenges under discussion include how to transform your company's culture to become 'open learning friendly' and the role of open learning in knowledge management and building intellectual capital. The effective implementation of open learning sessions deal with achieving the optimum mix of training products and techniques; practical tools for setting up a successful learning resource centre; and the effective evaluation of open learning. The online learning stream of the conference offers tips for implementing effective Internet and intranet-delivered learning as well as for exploiting the opportunities presented by learning management systems.

Running alongside the conference, interest groups and industry debates is the exhibition. Last year's WOLCE, with its 3,000 or so visitors to the exhibition, proved to be such a success that more organisations than ever before have signed up to exhibit at this year's event. The 85 exhibitors at WOLCE this year offer the widest possible range of producers and developers of open learning and open learning related products and services.

For more information about WOLCE '99, contact Olivia Loxham at (tel) 0181 785 2288; or visit the WOLCE website at www.distancelearning.co.uk

There has been more research published on learning and the human brain in the last five years than in the whole history of mankind. Some of this research has profound implications for the way businesses are developing and delivering training

It is TIME for a new paradigm.

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London, 25th November 1999

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Illustration by Mike Edwards

Ealing Hospital is an Investors in People success story. Last year, the hospital was recognised for its Outstanding Practice in the Investors in People National Awards for devising an innovative approach to human resource development. And the commitment is paying dividends. **Norman Dennis** takes up the story.

Investors in People: the Ealing model

Working Together, the recent Government paper on securing a quality workforce for the NHS, recognises the skills crisis facing the health service and sets out a plan to 'make the NHS a better place to work'.

It put recruitment and retention of skilled workers at the top of the healthcare sector's agenda. Millions of pounds were committed to boost salaries and the Government backed this up with a £5 million advertising campaign.

Television and print advertisement started running in January with the aim of making non-working nurses aware of the opportunities available to them, and by the end of February more than 35,000 people had rung the DoH's Nursing Line to find out more.

Crisis, what crisis?

But why was such drastic action needed in the first place? How had the NHS developed the 'bad employer' reputation that was keeping young people away from caring professions and driving out experienced workers?

The initiative to reduce working hours for junior doctors was one important factor. While the move benefited young doctors who had been expected to work shifts as long as 60 hours, it meant increased pressure on nurses. The ageing population in Britain is putting new pressures on the health service at a time when changes in nurse training are taking student nurses off the ward and while they spend much more time in college.

And who could forget the Sydney flu epidemic of late last year which finally focused media attention on a system pushed past its limits? Accident and Emergency departments were overflowing as staff members themselves went down with the flu. Hospitals just couldn't cope.

With its paper, *Working Together*, the Government is addressing the challenge of getting more people into caring professions. Changes include pay rises, but only those organisations that prioritise job satisfaction and stress management will be able to retain quality employees.

By putting Investors in People at the centre of its organisational strategy, one hospital has devised an innovative approach to human resource development. And the commitment is paying dividends.

Investors in People is the UK's national standard, which sets a level of good practice for improving an organisation's performance through its people. The Standard offers a framework for integrating human resource strategy with business strategy.

In an IiP environment, organisations improve business performance and competitiveness, through a planned approach to setting and communicating business objectives and developing people to meet these objectives. The result is that what people can do, and are motivated to do, matches what the organisation needs them to do. The Standard supports individual improvement and development.

IiP provides a comprehensive benchmark of good practice against which an organisation can audit its policy and practice in the development of people. It drives organisations to a higher level of performance and enables them to manage competitively in the face of change.

Ealing Hospital, a 450-bed facility with a £52 million turnover, is leading the industry in devising creative solutions to staffing problems. It was recognised for its Outstanding Practice in the Investors in

People National Awards, and its nurse development programme, the Ealing Model, is generating interest at NHS Trust hospitals across the UK.

Innovating management development

The hospital wanted to reduce management costs and develop management skills to meet public service requirements and financial targets. With guidance and help from West London Training & Enterprise Council' the hospital used the Investors in People Standard to implement a programme to address all these needs.

Ealing Hospital's acting director of human resources, Caron Hitchen, said: 'We wanted to develop new management skills and improve recruitment and retention of nursing staff. Our programme demonstrates our total commitment to IiP at all levels–from top management to the most junior staff. It extends to putting the IiP Standard at the heart of the Trust's long-term strategy.'

The aim of the management development programme is to work towards National Vocational Qualifications (NVQs) up to level five. This is equivalent to the Management Charter Initiative's (MCI) Diploma in Management Studies.

Pat Guzi, training and development manager explained: 'We designed the programme in house to support middle managers and help them provide the best possible service to local people within the resources available.'

To begin with, the Trust's training centre structured the programme so that it was spread over two years, with the first based around monthly workshops. The second year involved building a portfolio of evidence. The key subjects covered are operations, finance, people and information.

As it is geared to national standards, the programme allowed the trust to develop good management practice and through assessment in the workplace it ensured that high standards were maintained.

In the past, Training and Enterprise Councils were mandated to deliver products, such as Investors in People, Modern Apprenticeships and National Traineeships. Earlier this year, West London TEC changed its focus to one of providing tailored solutions to organisations. By taking a client management approach, TEC Business Advisers gain a thorough understanding of an organisation's needs, challenges, culture, market and business sectors. They provide human resource development consultancy and advice to ensure clients tap the full talent and power of their people.

Nigel Leppitt, Executive Director of Operations explained: 'Each client organisation has one point of contact at the TEC, its Business Adviser. This person is an experienced human resources professional and is expert in a client's particular market and business sector. The service includes the provision of MAs, IiP, NTs, and New Deal 25+, but we also provide an extensive range of enhanced services.'

With TEC's considerable expertise in the health care sector, Ealing Hospital was guided to gain a clear focus on training objectives and deliverables. And its improvement programme gained pace.

'Initially, we were happy to let people work at their own pace, without deadlines. The training was delivered though a traditional, step-by-step approach. We then changed the focus of the programme with help from West London TEC. It was condensed into just one year by changing the requirement for a complete portfolio of evidence for each candidate. Now they were given the opportunity to cover all the competencies through workplace activities supported by testimonial evidence,' said Pat Guzi.

The result is a management development programme that really works. It is one where practice is as important as theory and where ideas are seized upon and implemented. Building on this success, the Ealing Hospital Trust decided to launch a third management programme to develop supervisors and junior managers.

> The initiative to **reduce working hours for junior doctors** was one important factor. While this benefited young doctors, it meant **increased pressure on nurses**

It offers participants even more, as they receive not only an NVQ at level three or four on successful completion, but also a Certificate in Management.

The organisation has been innovative in relation to designing and implementing its own in-house competencies. By training senior managers to become internal assessors, candidates are appraised by people who have an essential knowledge of the organisation.

And there has been top level commitment to the process. The chief executive and a number of Trust Board members have been successful in achieving the assessor award.

'Our programme is going from strength to strength,' said Pat Guzi. 'We are determined to foster internal talent and help our managers gear up for today's and tomorrow's challenges.'

Pioneering career development for nurses

Although management development has played a major role in enabling Ealing Hospital to achieve its organisational objectives, it is primarily the ground- ➤

Norman Dennis is Senior Business Service Adviser and HealthCare Co-ordinator for West London Training and Enterprise Council (TEC) and a member of their Business Development Team. He can be contacted on: tel 0181 814 3088.

breaking nursing pilot scheme for ward staff members that won the 'Outstanding Practice' accolade in last year's Investors in People National Awards.

Traditionally, nurses were recruited at level D and were given an annual salary increment based on the assumption that they had learned from work experience. This was not monitored and formal training and development was generally not available through the NHS. They could apply for promotion to levels E, F, then G, by attending interviews. This process has been in place nationally since the mid-1980s.

Now, at Ealing Hospital, there are two grades of nurses–General Nurse and Nurse Clinician, reflecting the enhanced skill levels of the latter. There are three levels within each grade.

Promotion within those six grades is based on a formal personal development programme. Recruits are given an information pack on arrival and receive guidance as to what is expected of them in terms of skills and personal development to reach the next level. A further pack is then provided for the next level, and so on.

By training senior managers to become internal assessors, candidates are appraised by people who have an essential knowledge of the organisation

'In effect, we've redefined the role of nurses at Ealing Hospital, and we've made extensive training and development opportunities available,' explained Caron Hitchen. 'It's been a crucial element of raising morale and job satisfaction.'

A Practice Development Unit has been established as a training centre for professional nurses. This provides off-site training for specialist skills such as Life Support, and on-site one-to-one tutoring for other skills. Senior staff members provide the on-site training and this is a requirement written in to their job descriptions. They are also involved in the assessment process.

As part of the programme, nurses responsible for assessment will be required to gain D32/33 qualifications–indeed, some already have it. All nurses who are deemed competent in given skills are indemnified by the hospital.

By creating its own distinct career progression for nurses, Ealing Hospital has become an innovator in its field. Its practices are now recognised by the Government and the NHS Executive and are known nationally as 'The Ealing Model'.

Ealing Hospital continues to be held up as an example of 'best practice', and its ongoing commitment to IiP principles informs its creative solutions.

Ealing Hospital

Top management through to the most junior staff, plus the staff unions, are involved in every aspect of development, from policies and strategy through to the fine details of implementation. Planning involved all levels of staff who brainstormed to design their own roles and the roles of all who would contribute.

Because the nursing programme was a pilot study, it was constantly reviewed and changed in the light of feedback from staff. For example, the paperwork for competencies and criteria for assessment was thought to be rather 'cumbersome'. It was, therefore, completely redesigned as a result of staff feedback.

And performance has noticeably improved. Employees are motivated as they have been trained to take on extended roles and a new system of progression means that nurses no longer have to leave the hospital to advance to the next level of their careers.

Various methods have been used to measure results. Participants in the NVQ programme had interim and final interviews during the formative stages of the programme. Regular reviews are held with managers and all participants have yearly performance reviews.

The success of the nursing pilot is measured in several ways including an ongoing customer satisfaction survey and a regular feedback group. Performance indicators included staff turnover levels, absenteeism and recruitment against vacancies. There has also been external evaluation by the Royal College of Nurses. Management costs are analysed regularly to track progress against targets.

Success has also been achieved in recruitment and retention of staff. Indeed the then Health Minister, Alan Milburn, commented favourably on the hospital. Statistics show a reduction in vacancies from 25 to below 15 per cent in four years. The hospital has appointed more than 20 newly qualified nurses – seven in the past year.

Caron Hitchen said: 'We've come from a position of extremely poor employee relations in 1992. We've changed our organisational philosophies, principles and practices and the resulting reforms have brought rich rewards. The results speak for themselves: improved employee skill and morale means improved patient care. That's why our aim is to provide an excellent standard of patient care.'

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Despite the undoubted success of Investors in People, the route to recognition has acquired the reputation of being time consuming, bureaucratic and expensive. Here **Fred Ayres** introduces *The Internal Audit Programme for Investors in People* and shows how the programme can help reduce the paperwork involved with assessments.

A body of evidence

Early in 1998 we began work on *The Internal Audit Programme for Investors in People*[1], a programme designed to enhance the effectiveness of the Investors process within organisations and at the same time to significantly reduce the paperwork involved.

Since its launch some seven years ago Investors in People has become one of the major benchmarks of a successful organisation. At 30 May, 1999 14,478 organisations had been recognised and a further 21,424 are committed to achieving recognition. Between them they employ 33.7% of the national work force. With national targets now set for organisations employing 10–50 employees, these figures are likely to rise significantly.

Despite the undoubted success of IiP, the route to recognition has acquired the reputation of being time consuming, bureaucratic and expensive. One daunting hurdle is the compilation of a Portfolio of Evidence. Some organisations regard this as a useful and rewarding exercise. The majority believes it to have been a significant investment in paperwork of no value other than to the assessment process itself. So is a Portfolio of Evidence necessary? The short answer is 'No!'

For a successful assessment you must be able to demonstrate to your assessor that you:

- can satisfy the authority and autonomy requirements
- have processes in place which meet the requirements of the 23 indicators
- have a written but flexible plan which sets out your goals and targets
- have a written plan which identifies your training and development needs and specifies what actions you will be taking to meet them
- have a written plan which identifies the resources you will use to meet your identified training and development needs.

How you satisfy your assessor is up to you. Apart from the three plans mentioned above, plus autonomous financial and/or management

accounts, there is no formal requirement for further documentation. While this has always been the case, it is only in the last few months that it has become widely accepted. The revised approaches to assessment, introduced with effect from 1 July, 1999, make the position explicitly clear.

It would be possible for your assessor to arrive on site without any prior knowledge and gather all the necessary information by interviewing employees and inspecting on-site documents. The difficulty with this approach is that any savings made by not producing a portfolio would be more than swallowed up by increased assessment costs.

The optimum solution is to provide sufficient information to enable the assessor to minimise the duration of on-site interviewing. But how do you do this without producing storyboards and a portfolio of evidence?

Recognised organisations seeking re-recognition face a similar dilemma. How do you demonstrate that the systems that initially gained recognition for you are fully embedded and working effectively without producing storyboards and a portfolio?

One solution is to introduce a system of internal audit trails that enable you to test your systems and gather evidence to demonstrate that they are working. This approach has a number of important benefits:

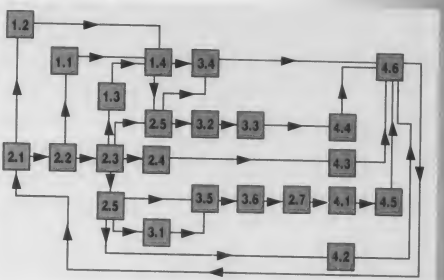
- your systems become owned by all parts of your organisation and cease to be regarded as an HR project
- data about their efficiency and effectiveness is gathered as part of your normal management processes
- the data gathered will provide your assessor with all the necessary information to minimise site visits
- the costs of producing storyboards and a portfolio are avoided
- the internal audit trails develop sufficient confidence to make the cost of a pre-assessment unnecessary
- there is a small, one-off cost in setting up an internal audit system after which it will run, at no additional cost, for as long as the Standard remains unaltered.

So what is involved in creating an *Investors in People* internal audit system?

It is vital to recognise that although the Standard's indicators are usually grouped into four principles (commitment, planning, action and evaluation) or five management processes (planning, communication, training and development, management effectiveness and performance reviews), they form a complex matrix of recurring relationships. *(See Figure 1)*

The starting point of this cycle 'is the written but flexible plan that sets out the organisation's goals and targets' (indicator 2.1). The cycle is completed when 'top management's continuing commitment to training and developing employees is demonstrated' (indicator 4.6), usually by inclusion in next year's *written but flexible plan*. The other indicators are sequential staging posts in the overall process. For example, it is not possible to identify the 'resources that will be used to meet training and development needs' (indicator 2.4) until those training and development needs have been identified and plans made for meeting them (indicator 2.2).

Figure 1: The Indicator Matrix



> It would be possible for your assessor to arrive on site **without any prior knowledge** and gather all the necessary information by interviewing employees and inspecting on-site documents

Using this approach, it is possible to draft a series of pertinent questions about each specific indicator, based on the answers given to earlier questions. These can be grouped into trails that follow the management processes. The following are examples for indicator 2.4: a written plan identifies the resources that will be used to meet training and development needs.

- Do you have a written plan that identifies required training resources? What period does it cover? When was it prepared? If the period covered by this plan differs from the plan setting out your training and development needs (2.2), explain how the two plans are linked.
- Identify the specific training resources that will be used to meet the training needs for each of the goals and targets summarised in 2.1.
- Are these resources available? When was your plan last reviewed?

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accounts, there is no formal requirement for further documentation. While this has always been the case, it is only in the last few months that it has become widely accepted. The revised approaches to assessment, introduced with effect from 1 July, 1999, make the position explicitly clear.

It would be possible for your assessor to arrive on site without any prior knowledge and gather all the necessary information by interviewing employees and inspecting on-site documents. The difficulty with this approach is that any savings made by not producing a portfolio would be more than swallowed up by increased assessment costs.

The optimum solution is to provide sufficient information to enable the assessor to minimise the duration of on-site interviewing. But how do you do this without producing storyboards and a portfolio of evidence?

Recognised organisations seeking re-recognition face a similar dilemma. How do you demonstrate that the systems that initially gained recognition for you are fully embedded and working effectively without producing storyboards and a portfolio?

One solution is to introduce a system of internal audit trails that enable you to test your systems and gather evidence to demonstrate that they are working. This approach has a number of important benefits:

- your systems become owned by all parts of your organisation and cease to be regarded as an HR project
- data about their efficiency and effectiveness is gathered as part of your normal management processes
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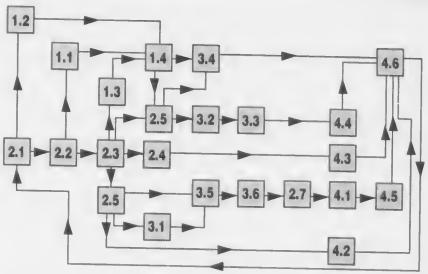

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- In light of the changes to goals and targets (if any) listed in the previous section, what new resource needs have been identified?
- What additional resources will be needed to meet these new needs?
- What written evidence exists to support this indicator?

When we began to pilot this internal audit programme the first issue that arose concerned the number of trails that would need to be followed. This is a difficult question with no easy answer.

Audit trail 1:

Planning Process

This is a strategic process which probably only needs to be carried out annually. If your written plans were materially altered as a result of review, it would be appropriate to repeat this trail.

Audit trail 2:

Communication Process

It is vital to establish that this process covers all employees coming within the scope of *Investors*. This includes full–time, part–time, fixed term, temporary, casual, sub-contractors, office, shop floor, staff working at other sites, governors, counsellors, volunteers and any others. This trail needs to be repeated as many times as is necessary to cover all your *employees*.

Audit trail 3:

Training and Development Process

For the reasons stated for audit trail 2, this trail needs to be repeated as many times as is necessary to cover all your *employees*.

Audit trail 4:

Management Effectiveness Process

This trail is designed to evaluate the effectiveness of a line management chain (for example finance, production, sales and marketing). It would probably be appropriate to carry out one audit trail per annum in each line management chain.

Audit trail 5:

Performance Review Process

This is another strategic process which probably only needs to be audited annually or after any material changes brought about by a review.

indicator, there may not be sufficient evidence to establish that all *employees* in all parts of the organisation are being included. Additional audit trails may then be necessary.

These comments are intended as a guide. The actual number of trails to be followed will depend heavily on the complexity, diversity and stability of your organisation together with their outcomes. Where improvements are required it may be necessary to repeat the trail several times to establish that the processes are working effectively. You are strongly recommended to discuss this with your Investors in People Adviser.

Organisations participating in the pilot, some of which have been successfully assessed or re-assessed, found that using an internal audit programme generated a number of advantages:

- There is no need to produce storyboards and a portfolio–the completed workbook is the portfolio.
- Self–identification of possible weaknesses enables them to be addressed without expensive pre-assessments or external consultancy.
- Audit trails can be carried out by line managers at all levels, thus assisting the systems to become more embedded,
- Effective control documentation enables the process to be managed efficiently.
- Audit trails can form the basis of an agreed development plan to ensure the most cost–effective use of organisation/adviser/assessor time.
- The audit trails can be integrated with other forms of internal audit including ISO 9000.
- The programme can be used indefinitely.
- The programme is compatible with both the three year and 12/15 month re-assessment processes.

User comments include:

'The programme provides organisations with a practical, concise, business tool that enables them to work efficiently and effectively towards the achievement of Recognition or the 12/15 month Review.' Anne Owens, Manager, Cumbria Assessment and Recognition Unit.

'The depiction of the 23 indicators into five management processes gives a logical shape to the presentation. The provision of a series of probing questions helps to clarify thinking. Asking for lists and examples has a very beneficial effect and can be very illuminating as to real versus apparent practice.' G.J. Evans, Educational Consultant, Underley Schools.

The Berlitz 7-point Worldwide Business Challenge

- In **Mexico**, eager to continue the important discussions of the morning, you raise a question over lunch about a point previously debated. Despite their earlier passion, now the Mexicans all but disregard your commitment. *What's going on?*

- In **Korea**, hoping to make that extra special impression, you sign your name with a special red-ink pen on the contract you've finally negotiated. Then you pass around little penknives with your company logo on them as signing gifts. But your Korean colleagues have a look of disapproval on their faces. *Why?*

- In **Japan**, you have waited in silence for Suzuki–san's response to your proposal. In frustration, you offer a 20% reduction in price. Suzuki–san closes his eyes and makes a deep sucking sound through his teeth. More silence. *What do you do?*

- In **India**, your Indian colleague seems unusually negative; everything you say is met with a shaking of the head from side to side. *Why is he so resistant to everything you say?*

- You are in **China** and it's taken two years, but you've finally signed the deal. Now your Chinese associate wants to change the terms of the contract. *Why is this happening and how should you respond?*

- In the **Arab** world, when meeting your Saudi associate, you enquire about his health, and the well-being of Mrs. Saud. His response is chillingly different from what you expected. *Did you say something wrong?*

- In **Germany** you misjudge the Frankfurt traffic and arrive at the medical project team meeting with your boss, Franz Braun, a few minutes late. As you enter the meeting room you greet Braun with a polite 'Franz, I am sorry I am a little late'. But there is a tension between you and Braun that was never there before. *Did you do something wrong?*

Name .....

Address .....

Company ..... **Position** .....

Telephone ..... **Fax** .....

WIN!

Take the Berlitz Worldwide Business Challenge and you could win a copy of the latest edition of the **Business Travel Guide to Europe**

ow much do you know about other cultures? For instance, do you know, that in Turkey, handing a proposal to a client with your left hand could lose you the deal? In Turkey, the use of the left hand to handle documents (or food) is considered impolite.

You are negotiating a contract in Poland and suggest breaking for lunch at 12.30. This draws quizzical looks from your host. Why? In Poland, it is customary to work until mid-afternoon before taking a break.

Here's your chance to find out how prepared you really are for your next business trip.

The first three correct entries will each win a copy of the *Berlitz Business Travel Guide to Europe*. Entries must reach the *Training Journal* office by Monday September 20 1999. You can fax your entry to 01353 663644 or return by post to: *Training Journal*, Clive House, The Business Park, Ely, Cambs CB7 4EH. Winners will be notified by mail. Answers to the 7-point challenge and winners' details will be published in the October issue of the journal.

The Investors in People Standard has been around for some time and thousands of companies across the UK have committed to the underlying principle of lifetime learning as part of the accreditation process. **Tony McCluskey** explains that, provided companies mould the Standard to suit their own working practices, committing to Investors in People really can make a difference

Investors in People is an organisational development tool which helps companies by linking organisational goals with people development strategies. The Standard has been designed to provide trainers with a framework to align activity to meet the requirements of the organisation, and if these guidelines are followed, gaining Investor in People status is very straightforward and rewarding. Only when companies try to change their working strategies to suit the Standard does it become time-consuming and costly for the organisation as well as creating unnecessary paperwork.

The process of gaining Investor in People accreditation is widely misunderstood – and misrepresented! I would strongly recommend that companies thinking of pursuing the Investor Standard should speak to any one of the growing number of businesses which have received accreditation in order to gain a clear and accurate picture of what will be required of them.

A response to a need

The Investor in People Standard was developed in response to a growing need to improve UK competitiveness through a general upskilling of the workforce. Originally introduced at the tail end of the last recession, the Standard sought to encourage a long-term commitment from employers to the future development of their employees as a means of improving business performance.

Unlike other quality standards (such as BS 5750 and the later ISO 9002), Investor in People accreditation was never an evaluation and appraisal mechanism for an 'end product'. It was a genuine attempt to encourage cultural change and focused therefore on an ongoing process of commitment to a company's most valuable, and often undervalued asset, its people.

Accreditation, therefore, could never be an end in itself. It is rather the starting-point for a development strategy that is inextricably linked to the corporate objectives of the company or organisation. Any companies committing to the Standard purely as a marketing initiative – or in a cynical attempt to secure contracts – cannot therefore reap the same benefits as those genuinely seeking to improve the working practices and long-term success of their organisation.

However, it is true to say that a certain amount of confusion existed following the initial flurry of activity surrounding the launch of the new Standard. This has again been the case recently when changes were implemented on 1 July 1999, following the Strategic Assessment Review (STAR), which examined common misconceptions and reviewed the relevance of the Standard to the business community.

As a result of these changes, the role and function of the Investor assessor has been enhanced to ensure that the Standard remains client-focused and the assessment procedure generates tangible business benefits to the committed company. The Standard itself is unchanged, and the principle of lifetime learning in order to create highly motivated, multi-skilled employees remains central to its core.

Evolution and change

It is entirely sensible that a quality standard defined by business needs should evolve and change in order to meet those needs. In essence, the changes to the assessor role and function are designed to provide companies with a closer

involvement and a means of generating business benefits throughout the process. Those of us who have been involved with the Investor in People Standard from the beginning, and have seen the very real benefits which accrue to a company during the course of the accreditation and assessment process, welcome the changes as the next logical stage in its development.

So how should companies go about the whole process and what are the real benefits? A crucial first stage when considering why your organisation should become an Investor in People is ensuring that senior management have an awareness and acceptance of the aim and nature of the Standard and the benefits that flow from working towards recognition. And always bear in mind the end goal – to improve organisational performance and secure competitive advantage. The nature of the Standard is a little more complex and relies heavily on an understanding of good practice, particularly in the context of five key management processes: planning, communication, performance reviews, management effectiveness, training and development processes. Remember that Investors in People sets a level of good practice for the training and development of people to achieve organisational goals.

The benefits

The benefits for each individual company are unique, but usually encompass the following:

- improved motivation through greater involvement resulting from personal development and recognition of achievement of the people within the organisation
- better motivation leading to higher morale, reduced absenteeism, greater staff retention, readier acceptance of change and increased identification with the organisation beyond the confines of the job
- reduced costs and wastage as better skilled people constantly examine their work and processes to save time and materials
- recognition providing a reason for customers to choose your organisation as a quality supplier
- achieving competitive advantage through improved performance which secures the future for all in the organisation
- enhanced quality as the culture of continuous improvement becomes a reality and people are more customer focused
- improved customer satisfaction by helping people become customer focused, enabling the organisation to meet customer needs
- improved earnings and productivity because skilled and motivated people work smarter and better and make a greater contribution to the bottom line.

Figure 1

Investors in People litmus test

	Organisation	Team	Individual
Commitment	Broad aims of the organisation have been communicated, in language that all understand, across and down the organisation. Commitment from top management to developing people is explicit and has been discussed with all staff and feedback on their understanding evaluated.	Team objectives support organisational aims. SMART team targets have been shared.	Every employee has had a review during which SMART individual targets that support team/organisational objectives were set.
Planning	Organisational training plan, led by teams, has been prepared. Training plans have been developed in the context and support of organisational goals.	Team planning in relation to team objectives is in place.	All employees training and development needs in relation to the targets are planned. All target related training is SMART.
Action	Company-wide training plan has been implemented within agreed timescale encompassing training needs analysis/ appraisal/PDP process.	Action has been taken on team training and development needs.	Action has been taken or plans are in place to meet individual training and development needs.
Evaluation	The organisational training plan has been evaluated and audited against SMART business aims/goals/targets.	Team training and development actions have been reviewed against targets set.	Individual performance post training has been evaluated against agreed performance targets.

So, assuming this list has convinced you to commit to the Standard, what next? Once your organisation has decided to work with the Investors in People Standard, it has the opportunity to have an assessment at any time. Investors in People aims to encourage a continuous improvement approach with feedback from qualified assessors and advisers to ensure that the organisation is moving to ever-improving good practice that will assist the delivery of organisational goals and targets. Investors in People is outcomes based and driven by customer requirements. The model above (*Figure 1*) is intended as a check process to test your organisation's present position but it must be emphasised that each company may have a different, but valid, approach.

This should give you a broad outline of how well your company is performing at any given point in time, giving guidelines on which areas need more work or improvement. It is also a useful reference so that organisations can see at a glance how they are progressing and what still needs to be done to gain recognition.

The final point to remember is that the commitment does not end when your company has Investor in People accreditation. Every company must continue to abide by the standards set down on an ongoing basis to ensure they are always striving to improve the working practices of their organisation.

Tony McCluskey *is a Project Consultant with Financial Times Management and is a registered assessor and adviser for Investors in People. As part of the HDL and Financial Times Management 'Investors' team he is actively involved in delivery of the Standard throughout the country. He can be contacted on tel: 01241 417001. For additional information contact Mary Choke, Investors In People Project Manager on tel: 0118 9344777.*

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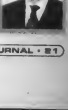

Binna Kandola explains why effective development plays a key role not only in attracting and retaining graduates but ensuring organisations get the most from their investment.

Developing graduates

Each year organisations invest significant time and resources in recruiting graduates; the average cost per student has been estimated at between £9,000 and £22,000. Attracting graduates, however, is very different from keeping them. Ironically, it seems that once graduates are through the door, employers spend less effort trying to retain them.

To build a rounded picture of the graduate recruitment process, Pearn Kandola undertook a study, incorporating original research, covering competencies through to selection, recruitment and induction. As part of the survey students were asked what they look for in potential employers. We found that one of the factors which most influence their decision to apply for a job was the availability of training and development. It ranked third after the type of work and the type of people they expect to work with.

An effective development programme has an impact on the personal progress graduates make in their careers. But it also has important implications for employers, influencing a graduate's ability to perform within the organisation and even whether they decide to stay in the long term. Ultimately an organisation hopes to realise its investment in its graduates by changing trainees into mature employees. Development, along with induction, can play a key role in smoothing the transition from education to work and, as importantly, retaining graduates within the organisation.

The manager-graduate relationship

For many graduates entering the workplace the manager is 'the company'. A manager fulfils four key roles: organisational representative, role model, developer and champion. Consciously or subconsciously, through their own actions and attitudes, managers signal expected behaviours in the organisation, which graduates observe and interpret as mirroring corporate culture and values. Given that early experiences help to determine the graduate's intention to stay in the longer term, the role of their manager can encourage a positive or negative attitude towards the business. Enthusiasm is, therefore, an important attribute in any manager to whom new graduates are assigned, provided it is tempered with reality so that graduates do not have false expectations and become disillusioned at a later stage.

As a role model, the manager also helps to shape the corporate citizenship of the graduate. His or her behaviours and attitudes begin to be adopted by the graduate, whose relative inexperience means they soak up what they witness in the new organisation. What for the manager is a personal style may be interpreted by the new recruit as the blueprint for managers in the organisation.

The manager is also in a unique position of being able to provide or withhold opportunities for graduates to test and develop their skills. The extent to which this happens will be governed partly by organisational factors, for example the

briefing or training the manager has received in managing graduates, or the structure provided by the graduate development programme itself. It will also be influenced by the individual manager's view of graduates and his or her preferred management style.

Anecdotes and research tell us that graduate recruits like to feel challenged, yet able to deliver in their new organisations. As a result managers have to tread a fine line between challenging graduates and providing them with a safe environment. This requires the ability to give honest and specific feedback both positive and negative and to facilitate awareness of the graduate's own strengths and development needs. They must also be able to allow the graduate to fail, and learn from the experience, without feeling a failure.

Managers therefore need to be very clear about their own role; whether they are there to run their department efficiently or can afford to take risks in order to provide the learning opportunities graduates need. Since the two may at times be mutually exclusive, the organisation must give a clear message to its managers.

Managers who are successful in the final role of champion will lose graduates to bigger and better things, inside or outside the organisation. But this is a natural part of the process. Trainees will have developed to and beyond the expected standard, as a result of being nurtured, supported and given the opportunities to raise their profile.

Effective managers of graduates are likely to be:

- well trained and experienced as managers/developers
- secure in their own ability to manage and their position within the organisation
- accountable for their responsibility to develop the graduate
- fully briefed in the recruitment objectives and strategy
- committed to and knowledgeable about graduate development within the organisation.

The manager can exert an influence over how the graduate performs and their intention to stay with their employer. But to do so they must be equipped with the skills and attitudes to manage and develop graduates and be aware of the parameters of their role as graduate managers. Finally, managers must be given an incentive to carry out these responsibilities effectively. Recognising the role's importance can be done either through formal performance appraisal or by being selective about who is given the role.

Clarification and structuring of the development process is equally important in enabling graduates to envisage their next steps and managing their expectations. (The gap between student's expectations and job reality can quickly lead to disillusionment and the graduate leaving the organisation.) Continuous assessment and management of their expectations will impact on their performance and level of commitment. Furthermore, development processes are vital to identifying graduates with senior management potential and guiding them along their route.

Development is fundamental to injecting new ideas and enthusiasm into both individual and organisation. However, the specific nature of the programmes will depend on different business sectors, professional development and the position of the graduate. In general, there are four factors which shape graduate development:

An **effective development programme** has an impact on the **personal progress** graduates make in their careers

1. Recruitment and business strategy

Employers must be clear about what they expect of their graduates and shape the content of their development programmes around these objectives. For example, if a recruitment drive is aimed at identifying people with senior management potential, the development programme should encompass strategies to guide the graduate along a defined route through the company.

All too often organisations adopt a front-end approach, providing training to enable an immediate contribution, rather than to fulfil strategic aims.

2. Attributes and skills to be developed

Recent graduates entering employment generally bring certain skills but will require development in specific practical areas. Some of these core strengths and weaknesses, identified in research[1] are as follows:

Strengths	Development needs
Thinking skills	Lack of work experience
Up-to-date knowledge	Inability to communicate effectively
Enthusiasm and energy	Lack of self-awareness
Willingness to learn	Superior attitude
Fresh and optimistic outlook	Lack of 'life experience'
New ideas	

Binna Kandola is a partner with Pearn Kandola, a leading practice of occupational psychologists. He specialises in assessment and development and managing diversity and is the author of several books. Dr. Kandola can be contacted at the Oxford Practice, tel 01865 516202

Another study found that too little training was provided in transferable skills such as financial skills, business awareness, sales/negotiating, management and written communication; these skills are especially important for graduates in technical roles.

Clearly organisations need to bridge this gap. However, graduates' own perceptions of their work-related competencies can also have implications for career planning and development. In a study of self-ratings and managers' ratings, graduates felt confident about their interpersonal skills, such as communication and conflict management, whereas their managers were much less convinced.

3. Different approaches to graduate development schemes

It has been suggested that graduate development schemes fall into one of five broad categories: general management schemes lasting four or more years, aimed at high fliers; professional training schemes incorporating formal study and practical work experience leading to examinations and qualifications; medium targeted schemes of up to three years developing graduates in one particular function; short targeted schemes usually less than eight months aimed at a basic level of training; direct job entry consisting of a basic personal development programme.

Development processes are vital to identifying graduates with senior management potential and guiding them along their route

The chosen approach will depend on the recruitment objectives, managing of staff and budget. To be effective, it will require a good development mix varying job content and timing of projects, taking into account the individual's line managers and the organisational culture, providing a peer or support group and training courses.

There is evidence that many graduates, whilst satisfied with work content and remuneration, feel insufficiently involved in their training and are unable to see a clear career path for themselves. This underlines the importance of consulting with graduates in ensuring a match between business requirements and their own personal needs.

Despite the importance of graduate development programmes research has shown most of them to be substandard, largely as a result of a lack of co-ordination between personnel functions, line managers and different departments or sites.

4. Feedback

Even a well-structured and planned graduate development initiative will be wasted if it does not incorporate feedback. Regular and constructive feedback is immensely important in developing graduates, particularly in enabling them to plot their own progress.

One survey has shown that graduates welcome more frequent assessment. Most would prefer six monthly rather than yearly assessment. The same survey also indicated that a third of all graduates had a mentor, highlighting the value of confidential support and advice from someone other than their manager.

Feedback can also be very effective coming from a third party source, for example from colleagues in a specific project team or department, or from a 'buddy' who can provide informal feedback.

There can be little doubt that a planned graduate development programme is essential. This begins with a clear set of recruitment objectives and a strategy for employing graduates. It means employing a good mix of development activities which incorporate feedback, and which take into account a range of business and individual development needs. For the organisation, the effective development of graduates has important consequences for the return on its investment.

Good practice in graduate development programmes

- Establish an overall corporate graduate policy with clear lines of management responsibility for its operations at different levels.
- Try not to create inflated expectations about jobs and career progress.
- Have an explicit rationale for the choice and sequencing of job placements on development schemes.
- Provide information for graduates to make career changes.
- Relate training to jobs.
- Monitor and record graduates' progress over time.
- Be flexible, as graduates will change with experience.
- The criteria for promotion should be made clear, and communicated to all.

References

1 Graham, C. and McKenzie, A (1995a). Delivering the Promise: the Transition from Higher Education to Work. *Education and Training*, Vol. 37, No 1. Graham, C and McKenzie, A (1995b) Delivering the Promise: Developing New Graduates. *Education and Training*, Vol. 37, No 2.

2 Whiteway Research (1993) Graduate Training, Development and Retention (survey).

3 Arnold and McKenzie-Davey (1992) Self-Ratings and Supervisor Ratings of Graduate Employees Competence During their Early Careers. *Journal of Occupational Psychology*, 65.

4 Connor, H, Strebler, M. & Hirsch, W (1988) You and Your Graduates: The First Few Years. *IMS Report no. 161*.

5 Marsh, T (1986) Counter Productive. *Personnel Today*, July 2.

Another study[2] found that too little training was provided in transferable skills such as financial skills, business awareness, sales/negotiating, management and written communication; these skills are especially important for graduates in technical roles.

Clearly organisations need to bridge this gap. However, graduates' own perceptions of their work-related competencies can also have implications for career planning and development. In a study of self-ratings and managers' ratings[3], graduates felt confident about their interpersonal skills, such as communication and conflict management, whereas their managers were much less convinced.

3. Different approaches to graduate development schemes

It has been suggested[4] that graduate development schemes fall into one of five broad categories: general management schemes lasting four or more years, aimed at high fliers; professional training schemes incorporating formal study and practical work experience leading to examinations and qualifications; medium targeted schemes of up to three years developing graduates in one particular function; short targeted schemes usually less than eight months aimed at a basic level of training; direct job entry consisting of a basic personal development programme.

Development processes are vital to identifying graduates with senior management potential and guiding them along their route

The chosen approach will depend on the recruitment objectives, managing of staff and budget. To be effective, it will require a good development mix varying job content and timing of projects, taking into account the individual's line managers and the organisational culture, providing a peer or support group and training courses.

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Conclusion

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1. Graham, C and McKenzie, A (1995a): Delivering the Promise: the Transition from Higher Education to Work *(Education and Training Vol. 37 No 1)*; Graham, C and McKenzie, A (1995b): Delivering The Promise: Developing New Graduates *(Education and Training Vol. 37, No 2)*
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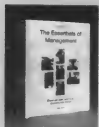

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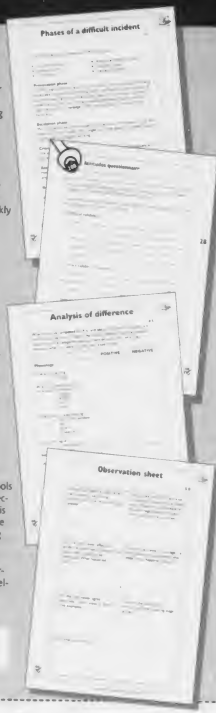

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Ideas into action

Marcus Hill Personal Business Adviser from Business Link North Yorkshire, and **Julia Hill** – Management Development Manager from Whitbread Inns, look at ways for trainers to combine amateur psychology, sales techniques, and a dash of home cooking to encourage the use of good business ideas.

It could be said that the role of a trainer is to empower people to achieve business success – albeit success that is achieved by the recipients of the training rather than by the trainers themselves. Some of the greatest pleasures we have gained from training have resulted from seeing people take the ideas we have introduced, run with them, and make them their own. In many ways, this is similar to the vicarious pleasure parents get when their children gain plaudits for their achievements. They can take some credit for the tutoring invested in their child, yet it is the children themselves that must apply the skills passed on. Thus, without the application of training, all is for naught!

The old adage about taking a horse to water but not being able to make it drink is forever true for the trainer. How many times have we tried to instil ideas, skills or techniques, only to learn later that the trainees returned to their old ways the minute we left the room? Not only does this strike disappointment in the heart of any trainer, but should start ringing alarm bells too. Why is it that your training messages didn't stick? Why did the participants choose to ignore your ideas? When Michele Pfeiffer told her class of New York High School delinquents (in the film 'Dangerous Minds') that everyone has choices – and some people choose not to do anything about their own plight, she was right on the button. Yet what can a trainer do if the trainee chooses not to implement the skills, ideas, and techniques of training room? Put another way: what steps can we take to increase the likelihood that our trainees not only listen, but want to start putting into practice the ideas and messages we are putting across? The following techniques may help:

Tell them why they are there and what it will do for them

Without the 'why', any training session is doomed to failure. Trainees should understand from the outset of the training session why they are there, and how the training can be relevant to their role. Why do people choose to act in the ways they do? We all have different motives for the way we behave. Grab the trainees' attention by outlining the benefits which may accrue to them as a result of the training; for example, personal development, job enhancement, a more effective way of doing things. The stronger the motivation, the more likelihood there is of the person becoming involved. What will motivate the crowd of people sitting in front of you? Going back to the parent – child analogy, children quickly show boredom if you do not give them sufficient reason to listen to your ideas. Why do we then assume that adults will want to listen to our ideas without a compelling reason? Expect your trainees to have the attention span of a child, and you will be well on the way to grabbing their attention.

Build rapport

Any message gains credibility if you establish rapport early in the session. Take time to get to know your trainees by using an appropriate ice-breaker, tailored to the content of the session. For example, if you are running a session on change management, ask the trainees to give you examples of changes which have occurred in their own lives, and the impact it had on them. In this way, you will gain valuable personal details which will give you an insight in to the motives of your group. Share your own personal experiences whenever possible, so that your own credibility is established from the start. Trainees are much more likely to listen to your message if they believe are confident in your right to be delivering it.

Remember: the idea on its own is not enough

We often place ideas in front of people and hope that they will use them. But we must go deeper than that. Trainers who expect or assume that the trainees will like the message just because it is well put over, are deluding themselves. Even the best dressed ideas will not be put into practice unless the trainees CONVINCE THEMSELVES that the ideas are worth running with.

So...

Give trainees the time to take the ideas on board

Training sessions should allow sufficient time for trainees to themselves that it is worthwhile to use the ideas put in front of them. New ideas need time to be assimilated; time taken for 'ideas to sink in' is time well invested. The trainee must also be given a context framework to help them to begin to see where your ideas fit into their picture. Think about what motivates you to take something on board. It's easier when you can visualise the results isn't it? Give your trainees simple and clear representations of the benefits of, your ideas. Include case studies and short talks by (real) people who have already used the ideas and can vouch for their power– any method that demonstrates to your audience the clear advantages of your ideas.

Make it memorable

Remember that people can easily recall a catchphrase or gimmick. Don't be embarrassed to use an aide-mémoire that can be easily recalled. For example, try as I might to forget, I will always remember how poor old Richard Of York Gave Battle In Vain! A similar phrase or acronym will help your trainees remember the message long after you have gone. (How many times have you heard people say 'I'm only the messenger'? Well, in the case of the trainer, this is true!) Pictures are a particularly valuable method of making messages stick: use a variety of presentation aids to their best advantage by creating stunning visuals which will be recalled more easily than a long list of words. I can still remember the whole content of a potentially arduous manual handling training session which I attended five years ago, simply because the tutor chose to illustrate his points with pictures. The saying 'One picture is worth ten thousand words' is nowhere more true than in the training environment!

Understand why trainees might choose not to implement your ideas

After introducing a concept or idea, facilitate a discussion around the barriers to implementation and how they could be addressed. Getting perceived obstacles out in the open can prepare your trainees for the next stage of learning; for example, how to apply the ideas in their own role. If their perceived barriers are not addressed at this stage, the risk is that despite good initial motivation, your ideas will not be taken on board. The main thing to remember when running this exercise is that it is the trainees not the trainer, who should be finding solutions to the barriers. Problems solved by the trainees themselves produce solutions which have been 'bought into'. Solutions suggested by you will not encourage them think, and may need to be 'sold' to gain approval.

Get the trainees to apply the ideas to their own job

An idea without application is like having a toolbox full of tools you don't know how to use – nice to have, but of very little benefit to anyone. This last stage of learning is the most important one of all. Try to get your trainees to try your message out, to try the idea and live the experience. Remember the maxim: 'People remember some of what they see, some of what they hear, but much more of what they do'.

The statistics speak for themselves:

- See only: and remember c10 per cent.
- See and hear: and remember c30 per cent.
- Do: and remember c90 per cent.

Even though the 'do' may be physically impossible to implement until your trainees return to their work environment, getting them to visualise what your ideas will look like in real lite is the real test of a trainer's ability. This is why advertisers use ordinary people to testify to the benefits of their product. We all need to hear what actually happens when we apply the theories, and what benefits have accrued to others like ourselves. There is nothing like the vision of applied learning to give the trainees the motivation to use your ideas in order to gain similar success. (Remember the National Lottery slogan 'It could be you'–how powerful an image that was.) Use personal stories, use anecdotal evidence, use any evidence you may have to show how your theories translate into real life benefits. Use practical consolidation exercises wherever possible, to give trainees the initial feeling of how your ideas may translate into action. *If your product washes whiter, let the trainees see the sparkle for themselves!*

To summarise, here is a successful recipe for getting people to use your ideas. You will need a dozen or so trainees, a training room and some good ideas.

- Take each trainee and consider on merits.
- Add a dash of understanding.
- Show a picture of what the final dish will look like.
- Introduce ideas slowly taking care to mix them well.
- Do not overheat; allow the trainees to assimilate the flavour of the ideas.
- Give trainees plenty of encouragement to cook their new ideas thoroughly.
- Serve straight away while the ideas are hot, and enjoy the results of your labour!

Marcus Hill *is Personal Business Adviser with Business Link North Yorkshire. He can be contacted on tel: 01904 656769.*
Julia Hill *is Management Development Manager at Whitbread Inns. She can be contacted on tel: 0631 883004.*

Bringing people **together**

Group discussion of the content of CD–ROM training courses provides a practical exercise in management and decision making within the organisation. So says **Mike Selby** who used CD–ROM courses to redesign an internal development programme.

At Arriva, we run an internal management programme which is open to all managers across the group's operations in the UK, Denmark, Sweden and Holland. The two–year programme has been running since 1994 and includes modules on the principles of management; behavioural recognition; motivation; delegation; time management; interviewing and coaching skills.

We take people from all divisions and levels within the group and mix them in this programme so that participants get to know how other units work. Previously, all modules in the programme were delivered via classroom–style training.

However, when the time came to review the programme, we decided to investigate the market and see what generic courses were available that could help us improve the modules. We identified a provider of CD–ROM courses that delivered most of the content we required.

Although there is a common perception that CD–ROM courses are purely for self–study, we decided to trial them for simultaneous use by groups of managers.

Group consensus on a pilot course

Four groups of ten managers piloted a project management course which shows how to plan, organise and monitor activities effectively. The course was projected onto a large screen and all of the interactive questions and exercises were answered by group consensus.

This worked well because the interactive elements of the course created dialogue between the participants. Some agreed with the statements given and others disagreed. The differences led to a good deal of useful discussion.

We found that people enjoyed working through the course together but they also found it a very effective way to learn. And, because the course had variations in voice–overs and style and different sorts of questions, it was like having two or three different trainers delivering the material–which is rarely possible with the traditional method of classroom training.

But the process of group training involved a change of approach from our trainers. Normally they use aids to support delivery but here the role was reversed because they had to reinforce the training which came through the CD–ROM. This shift from 'training' to facilitating gave them the freedom to ensure that everyone took part in the decision–making process. By taking the content out of their hands, the CD–ROM approach puts the emphasis on the trainer to help the group reach consensus and so move on with the lesson.

> The results showed that the managers who did the course in groups **scored up to 25 per cent more** than those managers who did it on their own

However we found that it was still important for the trainers to provide summaries at the end of each module. It also helped when trainers were able to relate the learning on screen back to the context of the organisation.

Working in groups demonstrates improvement in learning

Although participants work through the content as a group, we discovered that it was more appropriate for each person to attempt the course's self–assessment and mastery tests individually. The latter tests them on the modules they have undertaken and provides personalised guidance based on individual assessment.

The results of the pilot showed that the managers who went through the course in groups scored up to 25 per cent more in the mastery test than those managers who went through the content on their own. This is evidence that because they worked through the modules together and discussed each point in detail, they really took the learning on board.

Integration

As a result of the pilot, we have now taken the unusual step of redesigning our in–house management development programme. It is still a two–year voluntary programme, undertaken by groups of ten managers at a time, but the subjects previously covered have been condensed into a single year.

In the second year, the groups now work through seven CD–ROM courses, covering management, leadership and presentation skills. The group CD–ROM

Mike Selby
is HRD Manager of Arriva, the bus and motor group. He can be contacted on tel: 0191-520 4000

sessions are held monthly – usually at our UK head office in Sunderland – and each course takes two sessions to complete.

The use of CD–ROM courses has another distinct advantage. If someone misses a session, or if they are unsure of any particular aspect of the course, they can easily catch up with the group by going through the material on their own in their own time. This minimises group disruption and ensures that people move forward with the same level of knowledge. In effect, it amounts to a one-to-one coaching service that is difficult to achieve through traditional classroom-style training.

Line managers find CD–ROMs are a solution to a problem

Another benefit of this approach was that experienced line managers who previously had difficulty with 'stand up training' preferred the group CD–ROM training sessions as a means of delivering training and cascading knowledge to their teams. For them, it has proved a useful way of bringing realistic and measurable training right into the front line.

In the past, some line managers who have attended training sessions have found it difficult to relay the learning messages back to their teams because they were not comfortable as trainers. The CD–ROM format takes that problem away, leaving them to concentrate on reinforcing the messages with their own 'war stories'. For many of them, this was a large communication problem that has now been solved.

Tips

If you're considering using CD–ROM courses for group training, the following tips may prove helpful:

1. Know the content

Ensure you are fully familiar with the CD–ROM courses you are proposing to use. You will undoubtedly get into dialogue about some of the issues raised so you need to understand how they are put across in the courses.

2. Transfer scenarios

Be ready to explain how the principles raised in the courses relate to your own organisation's operations.

3. Control the sessions

Your role as facilitator is important. Group sessions can take approximately twice as long as those undertaken individually, so keep things moving.

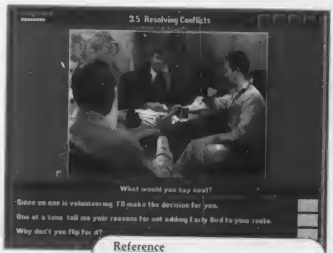
4. Reinforce the learning points

Be ready to reinforce points made with examples based on your own company culture and operation.

5. Summarise at the end of each module

Reiterate and summarise the key points at the end of each module to ensure participants understand and retain the learning.

In our experience, group sessions using interactive CD–ROM demand more from participants than classroom–style training. Managers do not just sit there and absorb information. They are continually discussing the content and making decisions. By trying to persuade their colleagues to reach a consensus, they are actually applying many of the principles of management and communication, exactly as they would in the workplace. As a result, the whole process is more effective and highly beneficial.


3.5 Resolving Conflicts
What would you say next?
Since no one is volunteering I'll make the decision for you.
Give me a time - tell me your reasons for not adding 1 early Bird to your route.
Why don't you flip for it?

Reference

1. Arriva's experience in using CD–ROM for group learning is based on a range of courses provided by Xebec/McGraw–Hill. For further information contac- Rebecca Gunn, Xebec/McGraw Hill on tel: 01453 835482.

Netcheck

The use of the Internet for learning and development is growing. But can designers use the technology to build stimulating learning events? **Clare Forrest** reviews the site of MBA GAMES, an established training company who now deliver learning modules online.

Thanks to all those who responded to my review of the DFEE site (July 1999) with some heartfelt views of your own. For this month I've chosen to look at www.mbagames.com – which supplies interactive adventures (sic) or management games played on line.

The first thing you notice about this site is that the homepage is clear and easy to follow. There are three main buttons to hit – one for 'Conglomerate', one for 'Test your Management Skills' and one for 'Team Leadership'. There's also a bookshop, which links to www.mbtgames. com / Bookshop.asp

Prices for the games vary. 'Test your Management Skills' and 'Team Leadership' are reasonably inexpensive – between £15 and £25 (plus VAT) – while Conglomerate is rather more. After paying you get a password and can play as often as you like for one month. Of course, you will also need to take phone charges into account.

I began with 'Test Your Management Skills' for which I had high hopes as it is provided by the Institute of Management. Provided you complete all the tests it provides a final score in the four key management roles of Managing People, Managing Finance, Managing Information and Managing Operations. The point of the test is to provide a self-assessment tool for managers so that they get to know what their limits and stress points are, understand how others see them, and generally manage themselves effectively in the job. From this, managers will, it is hoped, 'plan how they are going to develop and extend themselves'.

The test is really no more than a series of 70 multiple choice questions in seven groups of ten. Each group is set around a particular case study. It would have been useful to have an indication of the key topics covered in each case. For example, The ABC Office Supply Company is primarily about appraisal but there is nothing to tell you this beforehand. It took me about ten minutes to complete a case – but I wasn't trying too hard! I suspect a serious learner would take nearer 20 minutes.

The tests have to be done on line – I lost contact with the server twice and each time it took a while to reconnect. A novice user would find this rather disconcerting.

Some of the questions were open to interpretation and were perhaps rather unsophisticated. For example, one of the questions is about the reasons for having an appraisal scheme. The answers that are provided may all *apply* in different organisations, but this doesn't mean they

> Because I didn't read the instructions first – does anyone? – I was baffled when I realised that **there are no right answers!**

are valid, as the test suggests.

At the end of each case you can obtain feedback. This simply tells you what answers you chose and why you were, or were not, correct. Giving feedback after each questions would have been better – by the time it comes around you've usually forgotten what you answered and, more importantly, why. Since immediate and specific feedback is a key tenet of learning it would be more useful to offer the learner the opportunity to check their answers at once. I also found it unhelpful to have the question repeated at the end of the feedback; if it had been at the beginning, it would have acted as a useful context reminder.

The quality of the feedback is rather simplistic and likely to leave the novice manager – and it's primarily aimed at first line managers – with more questions than answers. This is not a package to hand to your learners and then leave them to get on with it. It will be useful as a starting-point for discussion with a mentor but not as a piece of stand-alone learning.

The feedback provides follow-up 'concepts to explore' but doesn't provide help to do this – some web links to articles, books and so on here would provide a real sense of interactivity for the learner.

In essence, this game is no more than a translation of a text-based multiple choice work and it shows. Initially I found the pages clear and pleasing in design. After a while though I got very tired of seeing the same graphics. I got bored after two games and so. I surmise, will many others. It's not that the idea is a bad one, it's simply that the execution could, and should, be better. If the so-called 'Generation X' really is the visual generation – and Xers will be the prime audience for this type of material – then more will have to be done to make it visually interesting.

On to the Team Leadership adventures or, in this case, not. My first few attempts to load it led me into a looping URL 404 error. For those who have no idea what this is, I was being told that the page I wanted didn't exist. Now this is not an uncommon happening on the Net, and at first I assumed that I had done something stupid, also not uncommon! After several attempts I realised that there was something else going on. So back to those wonderfully helpful people at MBA, and a particular thanks to Vicky Carne and Mike Austin who both showed immense patience and sorted out the issue – which was a browser conflict.

Access at last, and straight into one of the five 'management adventures'. The

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To join, simply add your email address to this card, fill out your name and address and return by post – no stamp is required. We will confirm your email address, add you to the forum and send you full details on how to post and receive messages. It costs nothing to join UK-HRD and you can leave and rejoin the forum at any time.

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Clare Forrest
Clare would be pleased to know by snail-mail, email or carrier pigeon the URLs (web addresses) about any sites that you have particularly enjoyed or really loathed, or which you just find plain indispensable, so that she can bring them to everyone's attention. Her email is: Cforrest@bigfoot.com

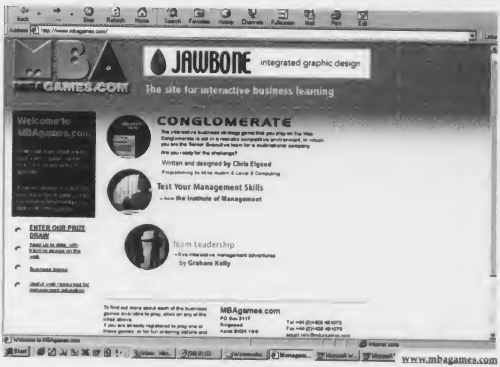
interface for this game is more interesting and there is rather more interaction. Because I didn't read the instructions first – does anyone? – I was baffled when I realised that *there are no right answers!* Actually, this is what makes these games worth while. You are encouraged to think (which is not the case with the management test) and to reflect upon your responses. Once again, a learner really would need some follow-up help with the issues raised. Also, much of the text is too dense and would greatly benefit from some division into paragraphs.

And so, on to 'Conglomerate'. This is, without doubt, the most interesting of the three games available and the showpiece of the site. It is a typical business simulation game and your team runs a small multi-national company with a diverse portfolio of products. It requires many more decisions to be made, is played both on and off-line and is aimed at small teams who play and work to compete against other organisations in leagues. There are some useful facilitator's resources to help players measure the learning outcomes of the experience.

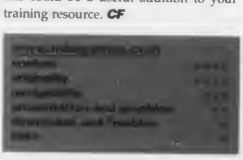
'Conglomerate' is much more expensive than the others on the site – £200 per game – but reasonable when you consider that you can spread the cost over a number of players. If you enter three teams the price is a little more at £500.

I found the blue text on black background difficult to read but, apart from that, the basic design is fine. Trainers will need to spend some time setting things up to get the most from the games but the instructions are clear and helpful.

In essence each game has up to six teams playing each other in a competitive 'league'. A game comprises eight turns, taken over eight weeks in real time but equating to two years within the game. You find out on-line what decisions are required of your team, the deadline for making them and then call a 'board meeting' at which your team agrees its decisions. It's up to you how much time your 'board' spends on discussion but the instructions suggest that each meeting will last between one and two hours – plenty of time for learning to take place given good facilitation, without taking up unreasonably large chunks of people's time.



This is a good use of the Net for training. The element of competition adds spice and there is real potential for learning through this game. If you want something to sharpen up middle and senior managerial skills – with the added benefit, perhaps, of improving their PC skills – and one which provides a challenge then this could be a useful addition to your training resource. ***CF***



Quick looks

http://www.trainingdecisions.com
★★★
A competitor for the Training-Zone – though not (yet) as useful. This is an interesting newcomer to the stage and has improved on each of the three times I've visited. Worth bookmarking.

http://www.filename.com/wbt/
★★★
This web based training information centre is a non-profit resource for those interested in developing and delivering web-based training, online learning, or distance education. This is a good starting-point for those who are considering using web-based training with useful links and a discussion forum. Tim Kilby, who runs the site, also has a slide show you can view – a little dull but it has some useful statistics about who's using web-based training

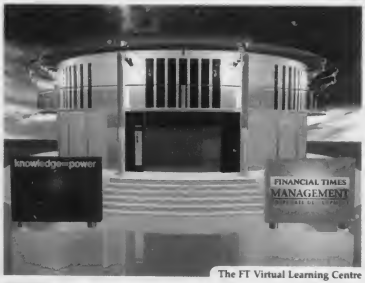
http://topten.org/
★★★★
This site houses a collection of thousands of Top 10 lists for business, personal development, professional coaching, and fun. Good fun, sometimes inspiring and you can choose to have lists delivered directly to your inbox.

Brian Tucker
is Company Secretary and Co-ordinator for *The Forum for Technology in Training*, and a technology-based training consultant. He may be contacted on 0151 342 8606.

Brian Tucker reviews

Telephone Service Skills and Telephone Sales Skills

Produced by Knowledge-Power, 33/34 Alfred Place, London WC1E 7DP.
Marketed by Financial Times Management, Portland Tower, Portland Street, Manchester M1 3LD. Tel 0161 245 3300; Fax 0161 245 3301; or Website www.ftmanagement.com



The FT Virtual Learning Centre

These two courses have identical design features and are aimed at newcomers and as a refresher for those who have worked in the job and have some experience of telephone sales and telephone service. At the start, you complete a self-analysis to identify the skills that need greatest attention. Once in the program you can also you can visit the library to see how you are progressing against this self-assessment. These are nice features and credit must go to the designers for including them.

The interface is that of a Virtual Learning Centre with a reception and four separate 'rooms'. You enter reception via the main doors where you register and take a guided tour to see how the virtual learning centre works. If you are confident of the environment you can skip the guided tour and move directly to the classroom, the first of the four virtual rooms. You navigate to the games room to take interactive tests, the library to check your lesson progress and the exam room to take your final test.

Providing a virtual environment can work very well in the right circumstances, but I have to say that on this occasion I do not think the approach added anything to the learning. When used purely as a navigation device, a virtual environment can increase the time it takes to complete a whole course. To be fair to the designers, they have provided shortcuts for moving from one room to another.

In the classroom you select a lesson by loading a slide carousel which you return to the shelf once you have completed the necessary study. There is nothing wrong with this method of lesson selection except that when I wanted to look back at a previously studied module I wasn't able to. In fact it caused problems with the program. If the designers ever consider revising these programs they could improve their usefulness by fixing this problem.

The interaction and the questioning techniques are to a good standard. However, in a drag and drop question, that needed some thought, I found that having placed one object, I could not then change my mind and move it. I imagine other learners would find this as frustrating as I did.

The feedback to wrong answers was very good; I know this because I made some errors. The questions were meaningful and required thought; this was not the sort of test you can sail through because the answers are obvious.

Both courses cover the topics in full. The Telephone Service Skills course has eight modules:

- Introduction
- Critical Communication Skills
- Rapport and Relationships
- Establishing the Situation
- Ownership and Investigation
- Solution and Confirmation
- Difficult Customers
- Awkward Situations

There are five modules in the Telephone Sales Skills course:

- Introduction
- Core Telesales Skills
- Opening and Control
- Needs and Benefits
- Closing and Objections

Technical specification
The suppliers recommend: Pentium with 8Mb RAM minimum; 16 Mb RAM recommended • 64,000 Colour display • Quad Speed CD ROM drive • 3.5" floppy disk drive • Sound Blaster™ compatible card, speakers or headphones • Windows™ 3.1 or better

Cost
£145 plus VAT: 1 to 20 users
£125 plus VAT: 21 to 100 users
BT

Ratings:			
Instructional design	★★★	*User interface*	★★
Interaction	★★★★	*Content*	★★★★
		Overall	★★★

UK-HRD snippets

Breaking the ice

UK-HRD is a free, email-based discussion forum administered by *Training Journal*. It has in excess of one thousand active members and is the place to network with other trainers, share ideas and experiences, or to seek advice on a wide range of training topics. For joining instructions refer to the back page or visit www.ukhrd.com

One of the many benefits of UK-HRD is the variety of tips, techniques and ideas that members of the forum share with each other. Recently, one member asked about ice-breakers and received, among others, the following exercises:

'The Papers' exercise

Ask people to work in small groups (2-4) and pass a newspaper to each, along with a pair of scissors, glue, piece of flipchart paper and a marker pen. Ask each team to cut out a picture from the newspaper, and then to find an appropriate headline from elsewhere in the newspaper. Give the participants about 10 minutes to come up with as many pairings as possible. (A prize can be awarded for the best pairing.) I've used this exercise in a variety of ways, as an ice-breaker, as an energiser, to help stimulate creativity, etc. There are generally some very amusing pairings.

Michelle Allison

True or false?

The discipline of having to make every minute count on short team building/conference events has led me to design ice-breakers that are fun, contribute to the focus of the time together, and enable people to learn about each other's skills and experience.

I would suggest the following exercise: Ask each person to think of two things about themselves that are TRUE and one that is FALSE.

Possible topics include:

- Something about their childhood (perhaps a tradition that is somewhat unique to their family)
- A hobby or interest
- A like or dislike (type of food, etc)

One person starts, stating the three things about themselves. It's then up to the group to find out where they are not telling the truth by asking some questions ('You say you play the trumpet – what make of trumpet do you play?'). They can ask two questions IN TOTAL about what they have been told before they have to make up their minds which item was false (one guess only, which is on behalf of the whole group). The owner of the items must then tell the group which item was in fact false.

Then it is the next person's turn, and so on. Allow approximately three minutes per person.

Ted Piker
Director, Chiltern Oak Consulting

Short team building/ ice-breaking exercise

1. Produce a list of things for people to 'find' and give each person a copy of the list. Everyone then has to go around the group and people who can match the item on the list. Items could be 'owning a pet' 'having a brother/sister' and so on. This can be conveniently built so as to obtain some information pertinent to the team meeting situation.
2. Pair people together and then give them each a list of issues to discuss and find out about one another. Again, this can be constructed to find appropriate information.
3. A personal talk/presentation on something that is really significant about the other person.
4. Final suggestion: ask everyone to write five significant things on cards. Throw all the cards into a pile and then, each person, in turn takes a card, reads out the 'significant thing' and tries to guess who the 'significant thing' belongs to.

Philip Palmer

Outside the box

If you want to encourage a group to be more creative, try drawing a four/six compartment box on the flipchart and then ask each participant, using these precise words 'where would you like me to put your name?' and hover over the flipchart, pen at the ready. Participants will respond 'top left', 'centre right' and so on.

Continue until you have each participant's name on the chart and then ask 'Why did you want me to put your name in that box?' Participants will probably respond with 'I had to make a choice,' 'because I wanted to be in the same box as Lucy', 'why not? I always go in the top box', and so on.

Finally, tease them by asking why they put themselves in a box at all (remember your precise instructions). Flesh this out to show how we all get into ruts, what creatures of habit we are, that we should never assume, and so on; lead into 'thinking outside the box', creativity, alternatives, lateral thinking or wherever you are heading as an outcome for the group.

If some 'wise guy' puts his or her name outside the box, harness the creativity, praise the participant and conclude the exercise. The objective is still achieved.

Ralph Nelson-Tucker

Categories

If you are training a fairly large group (say 15+) which is seated in groups around the room, after each break get people to swap seats by grouping themselves into, for example: birthday (just the day or month, as some people are very coy about giving away the year!). You often find that one of the participants has a birthday around about the time of your session and, if appropriate, the group can then sing Happy Birthday! Another means of sorting is by first initial of middle name, or mother's maiden name, house number, favourite colour, and so on.

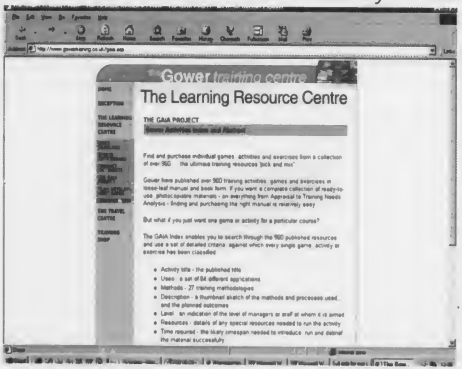
Another approach is to pick out a few Trivial Pursuit™ type questions and throw these out to the groups – this can be particularly good to get a bit of adrenaline going after lunch. Or use some mind-teaser exercises – most of us know the '9 Dots', but there is a useful website www.q-net.net.au/~gihan/mindgames which gives a different challenge every day.

Wendy Arrowsmith

What's New...

New and recently released training resources.

Gower launches new Internet facility for training activities



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For further information contact Gower; tel: 01252 331551; email: jnorman@gowerpub.com; website: www.gowertraining.co.uk

Two new yearbooks *for training and personnel*

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New CD-ROM on basic skills training from ***NEC***

The National Extension College (NEC) has introduced the Basic Skills Collection CD following the success of its Key Skills Collection. The CD-ROM contains an extensive compilation of NEC's basic skills material and enables tutors and students to access material directly relevant to their training needs quickly and effectively.

Some of the basic skills covered in the CD include:

- improve your English
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- keyboard entry skills
- punctuation, grammar and reading
- numeracy.

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- look at the broad picture to find new solutions
- manage conflict so it stimulates creative solutions
- anticipate future problems to improve productivity
- manage time to allow for creativity to develop.

Claimed to help people use their innate creativity to improve their performance at work, *Creativity for Competitive Advantage* is offered in the standard ring-binder format with comprehensive trainer's notes, fully developed lesson plans, and prepared and ready-to-use overhead originals and participants' handouts.

Creativity for Competitive Advantage costs £195 plus postage and is available for free 10-day assessment. The full list of contents can be found on the Fenman website.

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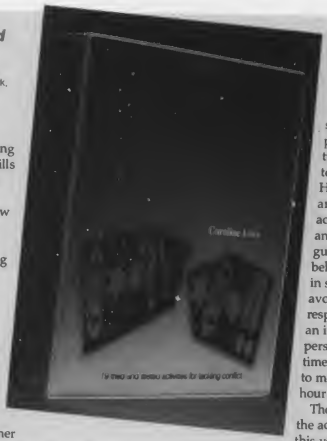
What it Really Takes to be a World Class Company costs £895. For further information contact Tony Barritt, Melrose; tel: 0171 627 8404 or email: tbarritt@videoarts.co.uk

• REVIEW

Dealing with Difficult and Aggressive Behaviour

Caroline Love

Fenman, 1999. Clive House, The Business Park, Ely, Cambs CB7 4EH. Tel 01353 665533
ISBN 1 872483 73 9
A4 ringbinder £195 plus £4.90 p&p



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The 'activities' are in fact more than the simple, straightforward activity that is used to support, in an experiential manner, other forms of training. Rather the 'activities' in many cases are composite resources containing guidelines on introductory inputs, discussions and, in some cases, more than one activity. However, they do not go as far as some resources and offer full, formal sessions. For example, the activity entitled 'Phases of an incident' starts with an introduction of a model that describes the phases, followed by pairs, then small group working to help participant's relate their experiences to the model and to become more familiar with the model.

The activities, of which there are 19, follow the well-established section pattern of introduction; purpose; application; what happens; time; materials and resources; how to do it; summary and close. Handouts and OHP slide masters are also provided. The range of the activities covers definitions, phases and triggers to difficult situations; guidelines on difficult and aggressive behaviour from colleagues and those in senior positions; games and how to avoid them; building rapport; responding to difficult behaviour; after an incident; organisational issue; and personal development planning. The times required range from 40 minutes to more than 2 hours, typically about an hour or so.

The collection is a useful addition to the activity resources available, albeit on this very difficult topic and consequently could prove very useful to trainers requiring material in the area. The activities are clear and well written and should present no problems to any trainer wishing to operate them.

LR

Ratings:

Clearly defined learning objectives	★★★★	*Handouts and overheads*	★★★★
Variety and approach	★★★★	*Trainer guidance*	★★★★
		Overall value	★★★★

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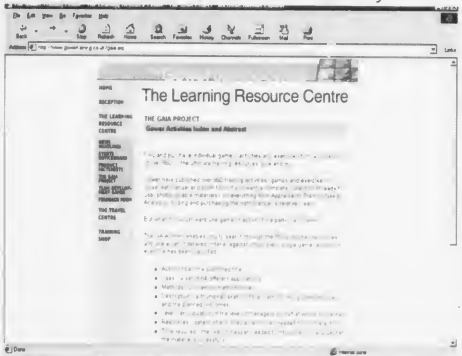

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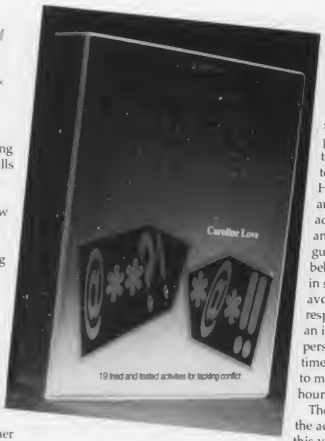

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Leslie Rae
Ellray Associates, 29 Laburnum Grove, Sheffield S21 1GR Tel: 0114 248 3725

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Andrew Mayo
is a consultant, speaker, writer and facilitator in international HR management, with specialisms in people and organisation development. He may be contacted on (tel) 01727 843424 or email andrew@miltd.com

Qualified success

Companies are increasingly seeking evidence of disciplined study rather than of specific skills. **Andrew Mayo** questions the relevance of some qualifications.

'Qualifications give signals about our employability and allow us to progress,' says the Secretary for State for Education in the Government study *Learning Age*. We live in an age of certificates, where participants of even relatively short training events are solemnly presented with a piece of paper to hang in the office. People of all ages seek qualifications for a multitude of reasons: to remedy something they missed out on in earlier life, to gain hoped-for entry to a chosen profession, to establish their expertise. Governments seek ever-rising statistics to show how skilled the nation is, and regularly indicate that for them the 'learning society' is strongly linked to as many people being qualified as possible.

The range of qualifications and of their suppliers has burgeoned in recent years. There are now some 8,000 MBAs produced in the UK every year, a rise of 400% over the last ten years. A whole industry has been created with NVQs and their relatives and new qualifications appear every year. For those in employment – or seeking it – often tremendous effort and personal sacrifice is made by individuals in pursuit of the magic piece of paper. The Government is setting up the 'University for Industry', designed 'to make it easier for firms and individuals to learn', with a start-up budget of £50m. Many public sector organisations are extremely generous and non-judgemental in the sponsorship they offer to individuals. And everybody is happy – government, suppliers and students. But there is one exception: most private sector employers, whose enthusiasm is very mixed.

'What nonsense,' may be your reaction! Why, in X company there are hundreds of people doing qualifications, with company help too. In Y organisation they have set up their own MBA with a leading business school. And Z annually recruits MBA graduates and regards them as a key entry group. The Careers Research Forum (0171 470 7104) has recently completed a study of the influence of qualifications on career progress. They found most UK private sector employers pretty neutral about the value of qualifications to their business. Some seem to have no interest in them at all; others have a policy of support that is more like an employee benefit than having any direct business benefit. Even at recruitment (at least in the UK; many continental countries take a different view), the characteristics of the person and their experience usually weighed much more than their achievement of qualifications. Very few organisations outside consultancy would support full-time study today. And many have had difficult experiences bringing MBAs into their structure, with the inflated salaries that have come to be expected.

> Graduate recruiters berate universities for not teaching **'essential life skills'** and delivering them well-rounded personalities

This apathy is not because these organisations have no interest in learning. Far from it; they are likely to be putting more investment than ever into different kinds of learning. It's just that they have difficulty in seeing the relevance of general qualifications. They recognise how important they are to the individual in terms of self-esteem and anticipated employability, but not for influencing individual or business performance. Interestingly, the study referred to found *employees* achieving new qualifications to be very realistic about their expectations – generally accepting that they could not expect preferment in careers or special salary increases as their reward.

However, there were some exceptions. There are organisations who have worked hard at a partnership with a supplier to create a learning experience that is directly relevant to their business. There are companies who see tremendous value in a qualified workforce, both as a marketing tool and in achieving levels of competence. One such is Centrefile, a company specialising in payroll management and HR systems. They have set up the 'Centrefile University', and encourage a range of qualifications relevant to their business. They work closely with their professional institution on the design of courses. They are unembarrassed to have tough tests on their in-house courses. In short, the provision and acquisition of *knowledge* is taken very seriously.

The HR profession has, I feel come to value skills and behaviours out of all proportion to knowledge and understanding. Graduate recruiters berate universities for not teaching 'essential life skills' and delivering them well-rounded personalities. What value is placed on the trained brain? Many degree course mixtures are so broad today that this is clearly not their priority. Centrefile's policies have been created and driven by the managing director. It's not about being nice to employees. It is seeing the value in relevant and disciplined study that will bring benefit to the workplace and the individual at the same time. Such focused policies are genuinely about the competitiveness of British industry, which is, by the way, the avowed aim of Investors in People.

Date & Venue	Event	Contact
13, 21 & 29 September Worcester	**Leadership Skills for a World of Accelerating Change**	**Nick Cotter, Trans4mation Training Ltd, PO Box 44, Evesham WR11 4ZJ. Tel: 0870 606 4400; Fax: 0870 606 4411; Email: Seminars@Trans4mation.com**
13-15 September London	Launching & Implementing a Corporate University Symposium & Expo	Corporate University Xchange Tel: 0171 359 1717
13-16 September Brighton	Trades Union Congress	Cath Sheldon Fax: 0171 467 1241
14 September Derby	The Rail Summit	Catalis Rail Training Tel: 01332 263663; Fax: 01332 264820
15-16 September Bristol	Spiritual Leadership & Management Conference	Heart Enterprises Tel: 0117 953 3203; Email: rainbow1@compuserve.com
21-23 September London	EFQM Excellence Model Assessor Training	ATC Consultancy Tel: 0171 6341282; Email: jeff.bulled@atc.co.uk
27 September London	Pearn Kandola Breakfast Seminars	Laura Burgin Tel: 01865 516202; Email: mail@oxford.pearnkandola.com
28 September CIM Maidenhead	**Sales Training – Latest Developments**	**Sales Training Association, 17 Playses Green, Hambridge, Langport, Somerset TA10 0AP Tel/Fax: 01460 281600**
6-7 October Birmingham	**World Open Learning Conference '99**	**Venture Marketing Group Tel: 020 8394 5171; Fax: 020 8785 3388 Website www.distancelearning.co.uk**
12 October London	Building People, Building Business The IiP National Conference & Awards Ceremony	Investors in People UK, Thames Chambers, 2 Clarence Street Kingston upon Thames, Surrey KT1 1NG Tel: 020 8481 2024; Email: bearly@Lewisprods.com
27-29 October Harrogate	**IPD National Conference and Exhibition**	**Tel: 0181 263 3434; Website: www.ipd.co.uk**
25 November London	**'The Fusion Experience' Bringing accelerated learning to life in your business. One-day conference.**	**Kaizen Training Ltd, The Stables, Mansion House Farm, Bedmond Road, Abbots Langley, Herts WD5 0QB Tel: 01923 262278; Fax: 01923 269680; Email: partners@stables.datanet.co.uk; Website: www.kaizen-training.co.uk**

Diary Dates

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